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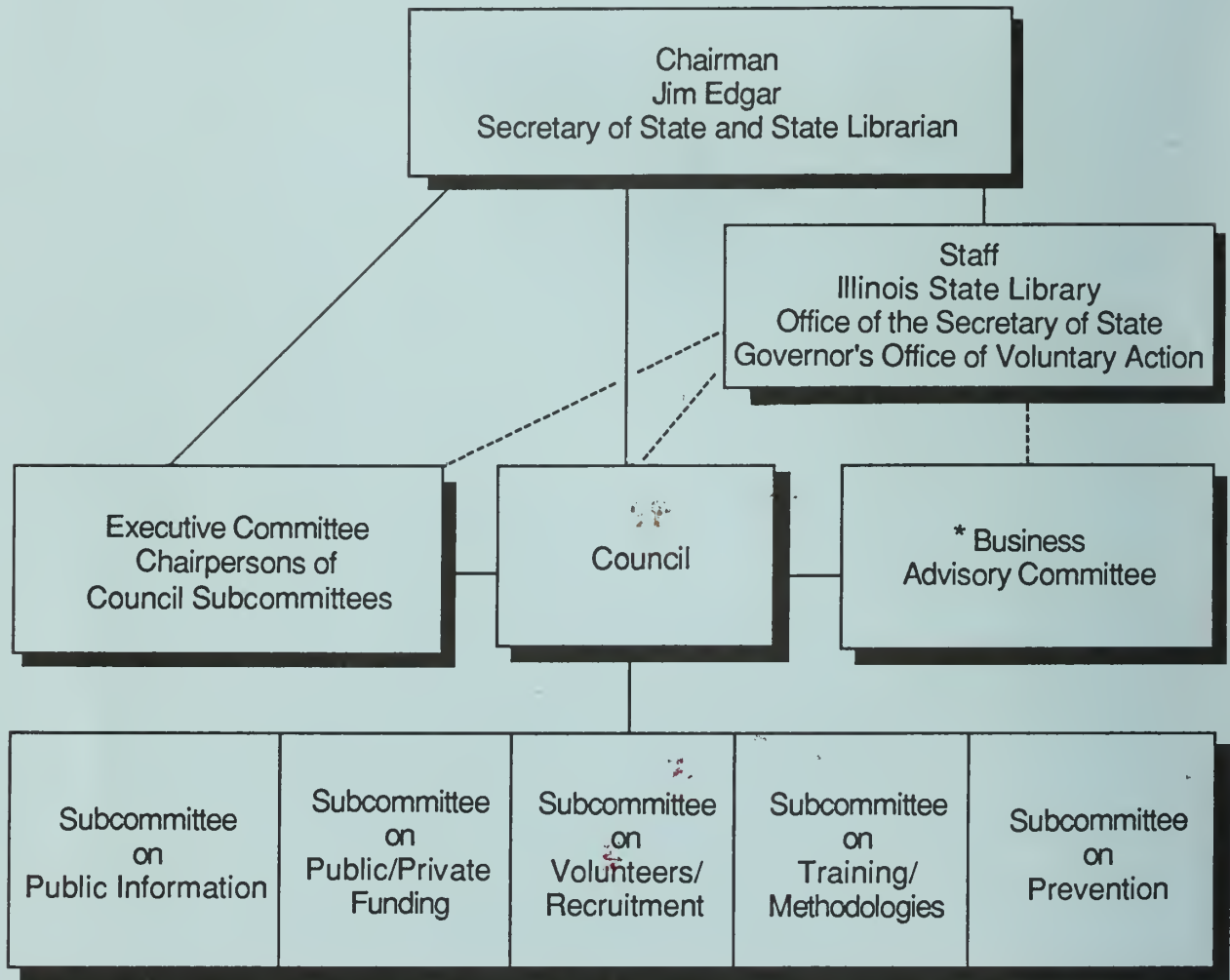


ANNUAL REPORT OF THE ILLINOIS LITERACY COUNCIL

JIM EDGAR • CHAIRMAN

**SUBMITTED TO GOVERNOR JAMES THOMPSON
SEPTEMBER • 1985**

Illinois Literacy Council



* To be appointed



OFFICE OF THE SECRETARY OF STATE
SPRINGFIELD, ILLINOIS 62756

September 1985

The Honorable James R. Thompson
Governor
State of Illinois
207 State House
Springfield, Illinois

Dear Governor Thompson:

It has been a rewarding experience to have enjoyed the close cooperation of the Illinois State Board of Education and the Literacy Council which you appointed.

The recommendations presented by the Literacy Council at its hearing were committed to a successful literacy campaign to combat the handicap of illiteracy. Since its establishment, achieving this goal both as a public information; training and prevention.

The members of the council, administrators and volunteers who have dedicated time and service have produced a model program. We look forward to another rewarding year.

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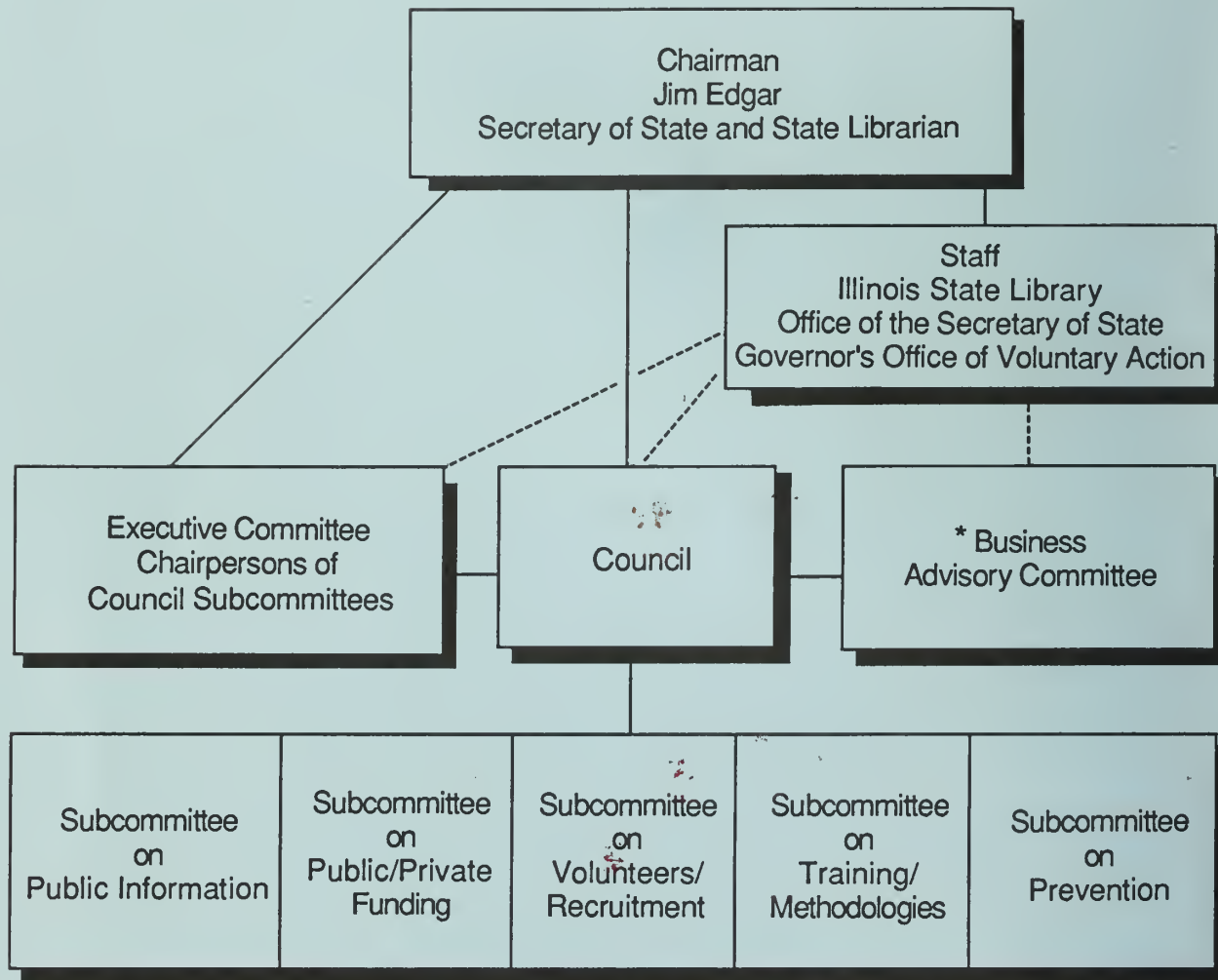
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Illinois Literacy Council. I have taken appropriate action and the work with the outstanding

information gathered by the committees. All are committed to overcome the handicap of illiteracy. Significant advances toward the five subcommittees: membership/recruitment; and,

literacy program administered. Their leadership is a model for other states. I thank you for your work.

Illinois Literacy Council



* To be appointed

OFFICE

September 1985

The Honorable James R. Thompson
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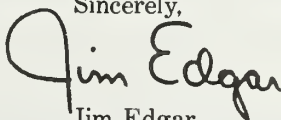
Dear Governor Thompson:

It has been a rewarding experience for me, as State Librarian, to chair the Illinois Literacy Council. I have enjoyed the close cooperation and support of the Governor's Office of Voluntary Action and the Illinois State Board of Education in this effort. It has been a pleasure for me to work with the outstanding council which you appointed.

The recommendations presented in this report have been based upon information gathered by the Literacy Council at its hearings and from the research activities of the council subcommittees. All are committed to a successful literacy effort in Illinois and the goal of helping two million adults overcome the handicap of illiteracy. Since its establishment in May 1984, the council has made significant advances toward achieving this goal both as a committee-of-the-whole and through the efforts of the five subcommittees: public information; training/methodologies; public/private funding; volunteers/recruitment; and, prevention.

The members of the council, its subcommittees, and the more than 3,000 literacy program administrators and volunteers who have participated in the literacy effort are to be commended. Their leadership and service have produced an exemplary statewide effort which is becoming a model for other states. I look forward to another rewarding and productive year as we continue our work.

Sincerely,

A handwritten signature in dark ink that reads "Jim Edgar". The signature is written in a cursive, flowing style with a large initial "J".

Jim Edgar,
Chairman, Illinois Literacy Council

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Bridget Lamont, Director, Illinois State Library
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RaeLynne Toperoff, Literacy Volunteers of America,
Illinois, Inc.
Kristina Valaitis, Illinois Humanities Council

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FOREWORD

"We estimate that there are approximately two million people in Illinois who cannot read above a fifth grade level. Two million stories of frustration and wasted potential, of opportunities lost and dreams unfulfilled." With these words, Governor James Thompson established the Illinois Literacy Council in May 1984 and appointed 36 men and women from across the state representing the education, library and business communities, labor, volunteer and civic organizations and community-based literacy programs to join in a coalition which would begin to address the serious and widespread problem of illiteracy.

"Up to now," the Governor stated, "the people working on this problem have been out on their own, as individuals or as groups of individuals. Now the time has come to pool our resources and knowledge and, together, we can make a difference in the lives of these people and reduce the tremendous cost of illiteracy – a cost which is staggering in both human and economic terms."

Secretary of State Jim Edgar was appointed to chair the council in his capacity as State Librarian. Under the leadership of Secretary Edgar, the council gathered information on the extent of the problem of illiteracy in Illinois, studied ways in which it can be addressed, increased the level of public awareness concerning illiteracy, and began to coordinate a network of literacy services throughout the state. This report outlines those activities and presents recommendations based on information the council gathered.

A strong foundation for the future has been laid. It is the hope of the council that, during its second year of work, the recommendations set forth will be implemented so that the network of literacy services can be expanded and the level of public awareness further raised. Much has been accomplished but much remains to be done.

September 1985

Illinois Literacy Council

RECOMMENDATIONS OF THE ILLINOIS LITERACY COUNCIL

After a year of research into the scope of the problem of adult illiteracy and activities directed at addressing this problem, the Illinois Literacy Council makes the following recommendations:

(1) Literacy Council Initiatives

That the Illinois Literacy Council continue, for the period of at least one year, to provide leadership, direction and support to the Illinois literacy effort including:

- Coordination of public awareness through the statewide multi-media campaign and the subcommittee on public information.
- Expansion of public awareness through presentations to business, civic and volunteer organizations by representatives of the Literacy Council.
- Assistance to local programs in developing ways for recruiting, training and managing volunteers through the subcommittee on volunteers/recruitment and the Governor's Office of Voluntary Action.
- Encouragement of public sector support through legislative proposals recommended by the subcommittee on public/private funding and involvement of other state agencies in the literacy effort.
- Encouragement of private sector support through the creation of an ad hoc business council to serve as an advisory body to the Literacy Council.
- Monitoring of research into the causes of adult illiteracy and preventive measures which address these causes and preparation of a summary of this research through the subcommittee on prevention.
- Development of methods for evaluating all types of literacy programs through the subcommittee on training/methodologies in order to identify the most successful ways for meeting the needs of students and using the skills of volunteers.
- Continued coordination and support of literacy programs in Illinois through distribution of a statewide monthly newsletter, publication of a Directory of Literacy Programs in Illinois and bibliographies of resource materials for program development and reading collections, sponsorship of conferences and workshops for literacy program staff and volunteers, and ongoing support of the Illinois Literacy Hotline.

(2) State Funding

That the state of Illinois fund a literacy grant program, administered through the Office of the Secretary of State, which would be available to libraries, education agencies, community-based organizations and coalitions of the above for development and expansion of literacy services for adults reading below the 6th grade level.

That the state of Illinois fund preschool programs which would address the area of prevention of illiteracy among children who enter the formal education system without basic early childhood skills.

That the state of Illinois fund measures which would address the area of prevention of illiteracy among students who are likely to drop out of school before completing high school.

(3) Library Funding

That the Illinois State Library, Office of the Secretary of State, continue to make federal Library Services and Construction Act (LSCA) funds available to libraries and library systems for development and expansion of literacy services for adults reading below the 6th grade level.

(4) State Board of Education Funding

That the Illinois State Board of Education continue to make funds available to education agencies for development and expansion of literacy services for adults reading below the 6th grade level.

Adopted unanimously by the Illinois Literacy Council, May 21, 1985.



Peyton Hutchison, a member of the Council's Subcommittee on Training/Methodologies, addresses members of the council in the Old State Capitol Hall of Representatives.

THE PROBLEM OF ADULT ILLITERACY

"Functional illiteracy now exacts a measurable toll in crime, unemployment, poverty and human suffering. The bill exceeds \$225 billion annually for lost industrial productivity, unrealized tax revenues, remedial reading training in business and the military, and illiteracy related to crime and welfare costs. We simply cannot afford the staggering burden of the functional illiteracy problem."

National Coalition for Literacy 1984

According to the U.S. Department of Education, at least 25 million adults in America cannot read a job advertisement or fill out a job application. They cannot understand the label on a medicine bottle or the terms of a simple contract. They cannot read safety instructions in the workplace, fill out a tax form, write checks, or read a note sent home from the classroom teacher concerning the progress of their child. In short, when they are confronted with written materials, they cannot function effectively.

An additional 45 million adult Americans are only marginally literate. They read at a level which is not equal to the full survival needs of life in society today. Livings are made in an economy now in transition – from smokestacks to high tech – from manufacturing to information – from hard labor to computing. People can no longer learn a trade when they are young and expect those skills to feed a family for a lifetime. The men and women who cannot read and compute with basic skills will find it impossible to hold a job. They will find it impossible to be retrained for the jobs of the future.

In the future, the United States must be prepared to compete in a global economy. This is of particular importance in Illinois, one of the nation's leading exporters of farm and industrial products. Statistics indicate that the United States is falling behind other nations in literacy. Our nation now ranks 49th among 159 member nations of the United Nations in its level of literacy.

Government studies and independent research alike show a high correlation between illiteracy and low level income, unemployment and underemployment, public assistance and crime. The large and growing challenge of illiteracy constitutes one of the major social and economic problems of our day.

In Illinois there are at least two million adults with this handicap. Over the last ten years, the number of nonfactory jobs in Illinois has risen by 11 percent while factory jobs dropped by 20 percent. In 1984 Illinois spent over \$800 million in unemployment insurance benefits. An additional \$2.5 billion was spent on Aid to Families with Dependent Children (AFDC) and general assistance. Many of these tax dollars can be traced to people who cannot read or read only at an elementary level.

Unemployment is not the only consequence of illiteracy. Crime is another. More than half of the nation's prison inmates are functionally illiterate. The state of Illinois spends over \$13,000 per inmate annually. According to the 1983 Annual Report of the Illinois Department of Corrections, a total of \$19.5 million was spent for custodial care of

the 14,752 inmates who resided in the state adult correctional facilities during that year. The cost of the crimes committed by inmates is incalculable.

How is Illiteracy Measured?

Literacy experts use one of two methods to measure adult literacy. Some test the ability of sample groups of adults to complete tasks that require literacy skills, such as reading a want ad, addressing an envelope, or filling out a form. The results are then applied to the total population. Other experts designate the completion of the 5th, 8th, or 12th grades as benchmarks of literacy.

Adult Performance Level (APL) Study

The Adult Performance Level (APL) Study, commissioned by the U.S. Office of Education and released in 1975, tested adult literacy skills in five functional areas including occupation, health, and consumerism. Based on APL findings, the Office of Education estimated that 23 million adults, 18 and over, or about one in five, did not have the literacy skills to complete everyday tasks. Applying APL findings to recent population statistics, the U.S. Department of Education estimates that today 25 million Americans are functionally illiterate.

Grade Completion

The advantage of grade completion figures as a definition of literacy is that these figures are regularly gathered by the U.S. Bureau of the Census. The disadvantage is that grade school completion does not guarantee corresponding skill attainment. Some states require 8th grade skills for 12th grade graduation.

In 1980 the Census counted 24.4 million Americans over the age of 25 with an 8th grade education or less. This figure corresponds with the number of adults over 25 which the APL study finds seriously lacking in literacy skills.

Readability

The ease or difficulty (*readability*) of common reading materials is another indicator of skill levels adults need. The Gunning Fog Index shows that 11.1 grade reading skills are needed to understand the owner's manual for a popular American car. The directions on three industrial cleaning products averaged 8.6. A guide to Social Security benefits tested at 9.9. Nine news articles picked at random from a daily paper averaged 12.5.

Who Are Illiterate Adults?

Functionally illiterate adults are "out-of-school" adults whose basic skills (*reading, writing, computing*) are non-existent or so minimal that they cannot function effectively at the workplace or in the home. These adults read below the 6th grade level. Adult functional illiterates are found in every region of the country and in every area of Illinois. The highest rates of illiteracy exist in central cities, which have the highest population concentrations, and in rural areas. The largest illiterate population nationally is white native-born Americans. But, in proportion to population, figures are higher for blacks and Hispanics than for whites.

Nationally, by age group, gender, and racial grouping the illiterate population look likes this:

Percentage of Age Population		*Number of Persons
18-29 years old	16%	7,887,200
30-39 years old	11%	3,467,310
40-49 years old	19%	4,323,640
50-59 years old	28%	6,530,440
60 and older	35%	12,470,850
By gender:		
Men over 18	17%	13,454,820
Women over 18	23%	20,056,000
By racial grouping:		
White over 18	16%	23,154,880
Black over 18	44%	7,793,280
Hispanic over 18	56%	5,057,024

*Estimates based on the application of Adult Performance Level (APL) Study percentages to the 1980 census.

Why Are People Illiterate?

Most functionally illiterate or marginally illiterate adults can learn to read. All they need is a chance and encouragement. They lack basic skills for a variety of reasons. Many came from homes in which parents could not read. They received no encouragement to stay in school and dropped out at an early age. Some left the formal education system to find employment at a time when family needs required additional income through simple manual labor. Some were held back in education because of social attitudes. Some were simply unable to cope with slow achievement which caused embarrassment and frustration. All share a common bond—a feeling of inadequacy as nonreading adults producing a profound sense of embarrassment which has kept them from seeking help. They have hidden their handicap and relied upon spouses, friends, and co-workers to read for them.



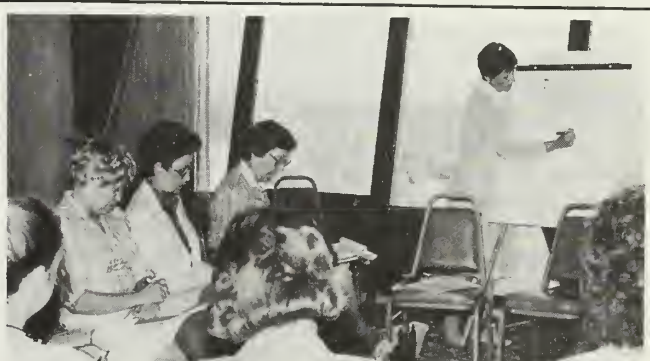
Loretta Law, a Secretary of State literacy program volunteer, tutors student Hector Cosme in reading.

Addressing the Problem

The adult literacy effort is directed toward adults who read below 6th grade level. Because they have failed to succeed in the formal education system, adult nonreaders and low-level readers are reluctant to return to a classroom setting to seek help and improve their skills. They do succeed, however, in a one-on-one or a small group teaching situation. Once the adult nonreader reaches the 6th grade level of reading, he or she can usually function in a classroom setting and enter Adult Basic Education (ABE) classes.

The cost of professional one-on-one tutoring is prohibitive. Therefore, the use of volunteers has become an integral and essential part of literacy programs. But, volunteers are not free. To be effective and to be efficiently used, volunteers must be trained and managed by professionals. They must have access to teaching materials. They must be provided with tutoring sites and with professional support on a regular basis; and their activities must be coordinated.

The Illinois Literacy Council recognizes the importance of volunteers in the literacy effort and the need for funds to support the professionals who train, manage, and coordinate this valuable resource. Without the participation of both, the adult nonreader population cannot be reached and the illiteracy problem resolved.



Conference delegates discuss program strategies at the May 1985 Partnerships for Literacy Conference.

ILLITERACY IN ILLINOIS

In Illinois, estimates of the size of the adult illiterate population have been based upon grade completion figures from the 1980 census (*1980 Census of Population, Volume I, Characteristics of the Population, PC80-1-C15*).

EDUCATION LEVELS OF ILLINOIS ADULTS 25 YEARS AND OVER BY RACE

WHITE POPULATION 25 YEARS AND OLDER

Total population: 4,530,752

98,682	(2.17%)	0 - 4 years of schooling
209,676	(4.63%)	5 - 7 years of schooling
444,641	(9.81%)	8 years of schooling
<hr/> 752,999	(16.61%)	0 - 8 years of schooling

An additional 630,310 (13.91%) did not complete high school. Total number of white adults over 25 without a high school diploma is 1,383,309 (30.52%).

BLACK POPULATION 25 YEARS AND OLDER

Total population: 813,555

41,618	(5.12%)	0 - 4 years of schooling
71,766	(8.82%)	5 - 7 years of schooling
68,431	(8.41%)	8 years of schooling
<hr/> 181,815	(22.35%)	0 - 8 years of schooling

An additional 187,732 (23.08%) did not complete high school. Total number of black adults over 25 without a high school diploma is 369,547 (45.43%).

HISPANIC POPULATION 25 YEARS AND OLDER

Total population: 273,346

40,537	(14.81%)	0 - 4 years of schooling
57,190	(20.92%)	5 - 7 years of schooling
30,677	(11.22%)	8 years of schooling
<hr/> 128,404	(46.95%)	0 - 8 years of schooling

An additional 44,577 (16.31%) did not complete high school. Total number of Hispanics adults over 25 without a high school diploma is 172,981 (63.26%).

OTHER POPULATIONS 25 YEARS AND OLDER

4,741	(4.20%)	0 - 4 years of schooling
4,299	(3.87%)	5 - 7 years of schooling
3,860	(3.47%)	8 years of schooling
<hr/> 12,900	(11.60%)	0 - 8 years of schooling

An additional 8,564 (7.70%) did not complete high school. Total number of adults of other racial populations over 25 without a high school diploma is 21,464 (19.3%).

These figures show that more than one million adults over the age of 25 completed only 8 years of schooling or less. An additional 251,000 Illinoisans between the ages of 18 and 25 fall into this category (*see Appendix A for 0 - 8 grade completion statistics by county*). Most individuals in this population are functionally or marginally illiterate.

The total population 25 years and over which entered, but did not complete, high school exceeds 850,000 (*see Appendix A for most recent statistics on attrition percentage by county*). A large number in this population is functionally or marginally illiterate.

Taking only these statistics into consideration, the probable number of adult illiterates in Illinois is at least two million. Both the Adult Performance Level (APL) Study and private research indicate that many adults who did complete high school are at least marginally illiterate. Literacy programs serving the illiterate population report that high school graduates are enrolled in their programs.

REPORT OF THE ILLINOIS LITERACY COUNCIL

The mandate of the Illinois Literacy Council was to bring together individuals and organizations concerned about the problem of illiteracy to work together at the state level in addressing the problem. The goals of the council are to:

- Gather information on the extent of the problem of illiteracy.
- Raise the level of public awareness concerning the human and economic costs of illiteracy.
- Promote the establishment of a network of literacy services in Illinois.
- Encourage public and private sector support for literacy services.
- Explore the major causes of illiteracy and the ways in which the spread of illiteracy might be prevented.

This report outlines the general activities of the full council and the special projects undertaken by its five subcommittees in addressing these goals.

The Extent of the Problem

To gather information on the extent of the problem of illiteracy, the council held a series of hearings across Illinois. At these hearings, Chairman Jim Edgar and a panel of council members heard testimony from local officials, educators, businessmen, literacy tutors, students and interested parties on the magnitude of the problem in their communities. Local efforts address the problem and the need for state and private sector support of these efforts.

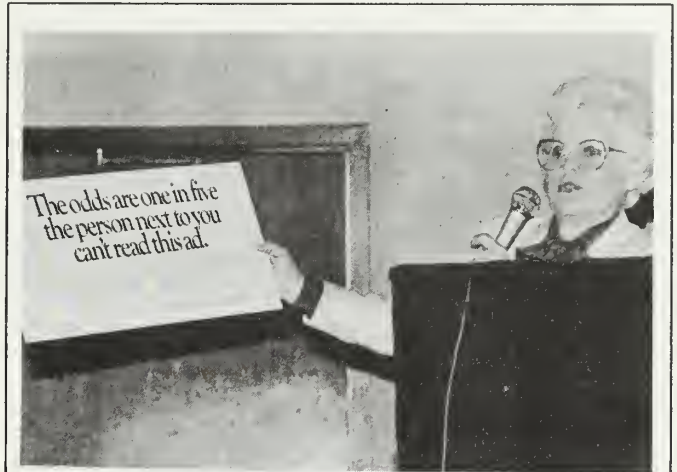
Hearing locations included Springfield, Carbondale, Rockford, Moline and three locations in the Chicago area: el Centro de la Causa in Chicago's Hispanic community; the Chicago Urban League; and the Annual Conference on Adult Reading Problems. Summaries of testimony received are included in this report (see *Appendix B*).

The hearings revealed that the problem of illiteracy exists in both urban and rural communities and affects all segments of the population. Testimony repeatedly called for ongoing and long-term support of the literacy effort through the leadership of the Illinois Literacy Council and state funding for literacy programs.

Public Awareness

Literacy hearings resulted in increased public awareness of the problem locally. To address the issue of public awareness on a larger scale, a statewide multi-media advertising campaign was developed under the auspices of the council.

In September 1984 the Chicago Advertising Club held a competition for the best advertising campaign in support of the Illinois literacy effort. Two campaigns prepared by teams from Ogilvy & Mather and Stern Walters/ Earle Ludgin were selected for production and distribution to radio, TV and print media in Illinois. In-kind donations of talent and time by the professional advertising teams were supplemented by a \$23,000 grant from the John D. and Catherine T. MacArthur Foundation. Campaign materials are currently in production.



Rosemary Anderson, Chair of the Council subcommittee on Public Information, explains the literacy ad campaign materials to participants at the May statewide literacy conference.

Literacy Network

To promote the establishment of a network of literacy services throughout the state, the council first identified existing programs. Many individuals and groups have provided these services for many years and the council sought to build upon their expertise and to coordinate their efforts for greater impact. To this end, **A Resource Directory of Literacy Programs in Illinois** was compiled and published by the Illinois State Library in December 1984. The directory has been circulated to more than 1,000 private and volunteer organizations and public agencies. An annotated directory is being prepared to provide additional program information and update the listings.

The council has also worked closely with the staff at the Illinois Literacy Hotline to develop a comprehensive referral system which is linking literacy tutors with students through a toll free number. Established under a grant from the Illinois State Board of Education in October 1984, the Illinois Literacy Hotline maintains a listing of every public agency and private organization providing literacy services to nonreading or low-level reading adults.

The Literacy Hotline number is 1-800-321-9511 will appear on all public service announcements in the statewide multimedia campaign. A \$2,000 grant from the MacArthur Foundation will be used to update and computerize the listings.

To increase public awareness and provide a vehicle for communication within the literacy service network, the council developed a monthly newsletter, **Passing the Word**. Six issues of this newsletter have been published providing local programs, libraries, education agencies and interested volunteer and civic organizations with information on the Illinois literacy effort. Published by the Illinois State Library, Office of the Secretary of State, the newsletter reaches more than 7,000 individuals, agencies and organizations in Illinois.

In May 1985 the council held, under the joint sponsorship of the Office of the Secretary of State and the Illinois State Board of Education, the first statewide literacy conference for representatives from all types of literacy programs in Illinois. Conference delegates were provided with an opportunity to share ideas on ways in which their programs might be strengthened and expanded. Council Chairman Jim Edgar, State Superintendent of Education Ted Sanders, and Dan Lacy of the national Business Council for Effective Literacy addressed delegates and pledged ongoing support from the public and private sectors for the literacy effort.



Council member David Ashenhurst of the MacArthur Foundation awards Secretary of State and State Librarian Jim Edgar a \$25,000 check for the production of the Illinois literacy ad campaign and support of the Illinois Literacy Hotline.

Public/Private Funding

Since the creation of the Illinois Literacy Council, two state agencies have made more than three-quarters of a million dollars available for support of literacy services. In October 1984 the Illinois State Board of Education, Adult Education Section, awarded \$271,000 in mini-grants for start-up costs of 48 literacy programs involving 71 education agencies. In February 1985, Secretary of State and

State Librarian Jim Edgar announced \$490,000 in grants to libraries and library systems for support or development of literacy programs. All libraries and library systems which received these federal Library Services and Construction Act (LSCA) funds demonstrated linkages were being made with local education agencies and community-based organizations in the literacy effort in their areas. As a result of these two grant programs and the cooperative coalition-building encouraged by the council, a number of local literacy councils have been established and many more are in the planning stages. A list of all grant recipients is included in this report (see *Appendix C*).

At the request of the council, Governor James Thompson proposed the establishment of a state literacy grant program. The grant program was approved by the General Assembly and signed by Governor Thompson in July. This program, administered through the Office of the Secretary of State, will make funds available, on a competitive basis, to all types of literacy programs and coalitions of programs.

A Literacy Advisory Board has been established to review proposals and recommend to the Secretary of State those proposals appropriate for funding. The Board is composed of representatives from the Illinois State Library, the Illinois State Board of Education, and the community-at-large.

In the near future, the Illinois Literacy Council will create an ad hoc business council to advise it on ways in which to encourage private sector support for the literacy effort. Nationally, the Business Council for Effective Literacy (BCEL) has spearheaded the drive for private sector involvement. A number of Chicago-area corporations have begun in-house literacy training programs for volunteer tutors. Members of the Donors Forum of Chicago have awarded grants to support area literacy programs. Throughout the state, private sector interests have begun to support local literacy programs and councils/coalitions through funding, volunteers, and development of promotional materials.

Causes and Prevention

In addition to recommending the state grant program for literacy, the council endorsed legislative proposals which address the area of prevention of illiteracy. These include preschool programs aimed at preparing disadvantaged and high-risk children for entry into the formal education system and proposals addressing the problem of school dropouts. The prevention subcommittee has begun to monitor and summarize the research being done nationally on causes of illiteracy and effective preventive methods.

Since the establishment of the council, three state agencies have worked closely in addressing the problem of illiteracy: the Illinois State Library, Office of the Secretary of State; the State Board of Education; and, the Governor's Office of Voluntary Action. This cooperative working relationship has produced the greatest impact possible and made the Illinois literacy effort a model for other states. It is the expectation of the Council that this mutually-supportive coalition will continue in the coming year.

REPORTS OF THE COUNCIL SUBCOMMITTEES

Public Information

The problem of illiteracy has been a hidden one. Until recently, most people have not been aware of its extent and implications. The work of the public information subcommittee was directed at raising the level of public awareness to produce both public and private sector support for the literacy effort.

The major activity of the subcommittee was the development and direction of a statewide media campaign designed to:

- Create general awareness of the problem of illiteracy.
- Recruit volunteers to tutor.
- Encourage those in need of literacy services to contact local programs via the Illinois Literacy Hotline.
- Encourage high school students to complete their educations.
- Enlist the support of businesses and civic organizations in the literacy effort.

Campaign materials are being created for television, radio, posters, magazine and newspaper ads, bus cards and outdoor signing, as well as a direct mail campaign to businesses. The campaign includes materials targeting populations for whom English is a second language. All components include the Illinois Literacy Hotline referral number.

Materials will be distributed statewide and will be accompanied by a press kit. The kit will include background information on the issue, suggestions for local programming which can be done by radio and television, and ideas for print media human interest stories which will assist in raising the level of public awareness.

In 1985-86 the subcommittee will establish a speakers bureau and develop materials for use by its members. Speakers will offer presentations to businesses and parent organizations to assist them in identifying reading problems among employees and children.

Rosemary Anderson, Chair
Robert Beckwith
Rachel Ann Bottorff
Bruce Felknor
William Froom
Carol Lohman
Alexis Sarkisian
Dillon Smith
Kristina Valaitis

Public/Private Funding

Money, alone, will not solve the problem of illiteracy. But, both public and private funding support is crucial to the success of the literacy effort. Funds are needed to provide the salaries of professionals who will train and manage volunteer tutors, materials for instruction of tutors and students, promotional materials and collections of high-interest/low-level (*hi/lo*) books for the adult new reader.

After researching the extent of public sector funding for 0-5th grade reading level instruction, the subcommittee recommended that the Governor be requested to include a literacy grant program in his education reform package. It further recommended, with the support of Illinois State Board of Education (ISBE) subcommittee members, that the grant program be administered through the Office of the Secretary of State and a Literacy Advisory Board whose composition would parallel that of the Illinois Literacy Council. This grant program will provide funds to all types of literacy programs and local coalitions of programs on a competitive basis.

Public funds currently available for development and expansion of literacy services are limited to education agencies through the State Board of Education, and to libraries/library systems through federal Library Services and Construction Act (LSCA) grants from the Illinois State Library. The Secretary of State's literacy grant program supplements current funding and allows recently established programs and new coalitions of libraries, education agencies, and community-based organizations to receive funds for development and expansion of literacy services.

An equally important component of the literacy effort is private sector support. The subcommittee has begun to gather information on foundations, businesses and corporations in Illinois committed to supporting educational programs. In 1985-86 the subcommittee will provide assistance to local literacy coalitions and programs in seeking private sector support. This assistance will include instruction in grantsmanship and working with local private sector interests to generate support for local literacy efforts.

David Ashenhurst, Chair
Jean Bailey
Lerone Bennett
Rodney Dinges
Norman Godden
Cheryl Judice
Pat McKenzie
Jean Peterson
William Reynolds
John Rosales
Norman Ross
Javier Saracho

Volunteers/Recruitment

The volunteers/recruitment subcommittee has encouraged the use of volunteers in the literacy effort as tutors, classroom aides, and program assistants. The subcommittee sought to provide technical assistance in volunteer management to those coordinating volunteer literacy programs.

The subcommittee this year:

- Provided a technical assistance paper to coordinators of literacy programs giving guidelines to help manage volunteers more skillfully and outlining available materials and resources in Illinois to aid with volunteer management (*see Appendix D*).
- Contacted statewide organizations which have expressed an interest in literacy to involve them in the literacy effort and provide assistance in volunteer training.
- Provided literacy training to a number of corporate employees and matched these employees with students.
- Invited literacy volunteer coordinators to attend the Hidden Resources, Expertise, Linkages, Partnerships (H.E.L.P.) Conference coordinated through the Governor's Office of Voluntary Action.
- Made presentations at meetings of adult education administrators to offer technical assistance with their volunteer programs.

The subcommittee will continue to provide services to developing programs as well as to increase the number of volunteer and civic organizations it has reached to encourage them to become involved in the volunteer component of the literacy effort.

Diane Beemer, Co-Chair
George Hagenauer, Co-Chair
Jeanne Bradner
Ann Kieffer Bragg
Lila Christensen
Harry Conlon
Margo Dawson
J. Nicholas Goodban
Joan Levy
Leah Linsk
Marge Lundy
Valerie Wilford

Training/Methodologies

The training/methodologies subcommittee has brought together professionals from adult education agencies, community-based literacy programs, and reading associations and organizations to work toward a common goal—identifying ways in which the literacy effort in Illinois can best be coordinated and expanded through trained volunteers and professional educators.

Significant activities of the subcommittee have included:

- Coordination and dissemination of a statewide training calendar.
- Annotation and updating of the **Resource Directory of Illinois Literacy Programs**.
- Preparation of reference guidelines on professional standards for volunteers.
- Presentations to the Illinois Literacy Council on methodologies currently used in Illinois literacy programs.

The training/methodologies subcommittee recognizes the contribution of many types of literacy programs serving the needs of the adult illiterate population and is committed to coordinating those services through a cooperative effort. In the coming year, the subcommittee will work to develop methods for evaluating programs in order to identify the most successful ways of reaching students and using volunteers.

Marjorie Kroehler, Co-Chair
Valerie Meyer, Co-Chair
Gwen Bates
Fay Bowren
William Bryant
Peggy Doctor
Sister Barbara Heneghan
Peyton Hutchison
Amanda Rudd
Dennis Terdy
Linda Thistlethwaite
RaeLynne Toperoff

Prevention

Each year an estimated 2.3 million adults join the ranks of the functionally illiterate. If the problem of illiteracy is to be resolved, serious attention must be given to identifying the causes of illiteracy and preventive measures which would address these causes. The prevention subcommittee focused on this aspect of the literacy issue.

The subcommittee has begun a review of the literature and research related to the area of prevention. Categories in this review include: causes of illiteracy; intervention and incentives for prevention; learner perspective; use of volunteers; and, community involvement.

Both subcommittee research and testimony received at the hearings of the Illinois Literacy Council have provided clear evidence that at least three factors contribute to adult illiteracy.

- Illiteracy is a regenerative cycle. Children whose parents cannot read will more often than not fail to learn to read themselves. Most will drop out of school before completing high school.
- Adults who drop out of school before completing high school make up the major component of the adult

illiterate population as well as the prison population, the core of unemployed, and public assistance recipients.

- In cities, youth gangs exert peer pressure on some juveniles to drop out of school; and, fear of gang members keeps others from attending. This problem is especially severe in Hispanic communities.

As a result of these findings, the subcommittee recommended council endorsement of legislation addressing the problem of school dropouts and establishing preschool programs for high risk children.

J. William McVey, Chair
Larry Butcher
Roger Claar
Robert Healy
Gwendolyn Laroche
Marion Omiatek
Lynore Peick
Rudolph Salmeron
Reg Weaver



Illinois Literacy Council Chairman Jim Edgar and Council members (left to right), Amanda Rudd, Nicholas Goodban, William McVey and John Rosales, listen to testimony at El Centro de la Causa literacy hearing in Chicago.

APPENDIX A
COUNTY STATISTICS

NUMBER OF RESIDENTS BY COUNTY 18 YEARS AND OLDER WITH LESS THAN 8 YEARS OF EDUCATION

Adams	8,987	Lee	3,779
Alexander	2,535	Livingston	5,792
Bond	2,925	Logan	3,651
Boone	3,305	McDonough	2,904
Brown	1,065	McHenry	11,050
Bureau	4,836	McLean	9,680
Calhoun	1,460	Macon	11,747
Carroll	2,366	Macoupin	7,985
Cass	2,359	Madison	32,705
Champaign	9,937	Marion	7,731
Christian	5,158	Marshall	1,781
Clark	2,872	Mason	2,994
Clay	3,157	Massac	3,055
Clinton	6,065	Menard	1,374
Coles	6,145	Mercer	2,008
Cook	662,230	Monroe	3,359
Crawford	3,170	Montgomery	5,346
Cumberland	1,904	Morgan	4,317
DeKalb	5,635	Moultrie	1,767
DeWitt	2,193	Ogle	5,348
Douglas	2,827	Peoria	20,421
DuPage	33,748	Perry	4,351
Edgar	3,147	Piatt	1,558
Edwards	1,299	Pike	2,715
Effingham	4,611	Pope	1,164
Fayette	4,687	Pulaski	2,067
Ford	1,847	Putnam	645
Franklin	8,791	Randolph	5,566
Fulton	5,884	Richland	3,101
Gallatin	1,854	Rock Island	14,809
Greene	2,843	St. Clair	34,399
Grundy	3,036	Saline	6,473
Hamilton	2,259	Sangamon	15,888
Hancock	2,721	Schuyler	1,168
Hardin	1,854	Scott	968
Henderson	1,065	Shelby	3,502
Henry	6,723	Stark	863
Iroquois	4,489	Stephenson	5,924
Jackson	4,963	Tazewell	12,743
Jasper	2,107	Union	4,475
Jefferson	6,648	Vermilion	12,303
Jersey	2,931	Wabash	1,909
JoDaviess	3,091	Warren	2,266
Johnson	1,936	Washington	3,649
Kane	27,111	Wayne	3,775
Kankakee	12,726	White	3,503
Kendall	2,483	Whiteside	8,839
Knox	6,630	Will	25,314
Lake	31,076	Williamson	10,016
LaSalle	14,854	Winnebago	25,439
Lawrence	2,879	Woodford	3,443

ATTRITION PERCENTAGE BY COUNTY SCHOOL YEAR 1983-1984

Adams	1.22	Lee	18.41
Alexander	9.09	Livingston	8.43
Bond	14.42	Logan	20.56
Boone	19.03	McDonough	8.43
Brown	4.59	McHenry	16.55
Bureau	8.58	McLean	15.68
Calhoun	1.42	Macon	24.45
Carroll	5.88	Macoupin	12.51
Cass	8.45	Madison	12.32
Champaign	7.72	Marion	21.37
Christian	12.15	Marshall	7.24
Clark	15.8	Mason	20.44
Clay	9.24	Massac	20.9
Clinton	5.68	Menard	19.55
Coles	11.27	Mercer	10.95
Cook	47.18	Monroe	3.07
Crawford	14.01	Montgomery	15.44
Cumberland	8.53	Morgan	7.39
DeKalb	8.98	Moultrie	12.65
DeWitt	17.60	Ogle	15.41
Douglas	13.75	Peoria	13.27
DuPage	3.67	Perry	7.43
Edgar	12.88	Piatt	7.87
Edwards	1.92	Pike	8.99
Effingham	14.22	Pope	1.58
Fayette	22.67	Pulaski	18.32
Ford	20.96	Putnam	2.10
Franklin	15.40	Randolph	14.97
Fulton	13.12	Richland	17.46
Gallatin	24.16	Rock Island	16.12
Greene	18.51	St. Clair	28.60
Grundy	9.46	Saline	16.40
Hamilton	9.61	Sangamon	11.38
Hancock	8.16	Schuyler	11.01
Hardin	16.27	Scott	6.97
Henderson	20.93	Shelby	7.64
Henry	14.68	Stark	4.39
Iroquois	11.44	Stephenson	12.31
Jackson	5.46	Tazewell	17.41
Jasper	6.06	Union	9.70
Jefferson	10.25	Vermilion	17.98
Jersey	13.60	Wabash	16.57
JoDaviess	8.17	Warren	11.98
Johnson	2.98	Washington	19.69
Kane	17.34	Wayne	27.94
Kankakee	22.96	White	22.69
Kendall	8.34	Whiteside	8.36
Knox	10.51	Will	11.89
Lake	13.87	Williamson	9.16
LaSalle	3.61	Winnebago	32.66
Lawrence	10.34	Woodford	1.6

Percentage of students who enrolled in 9th grade and did not complete 12 grade.

APPENDIX B

SUMMARIES OF TESTIMONY

ILLINOIS LITERACY HEARINGS

SUMMARIES OF TESTIMONY ILLINOIS LITERACY HEARINGS

Hearing #1 Springfield Hearing October 24, 1984

Theresa Cummings, Executive Director, Springfield/Sangamon County Community Action (SSCCA)

- Headstart Program:
 - 15 percent of parents of children in program are illiterate.
 - 20 percent of parents have not graduated from high school, averaging a fifth grade education.
 - Communications with parents about activities or children in written form is impossible.
- Job Training Partnerships Act (JTPA) Program:
 - Of 52 participants, only 14 had completed high school; 10 did not want to put down level of education completed.
 - Of the 14 who had completed high school, only one or two had skills needed to survive in society today.
- SSCCA deals largely with people who are not able to read and understand health records or prescriptions.
- Senior citizens whom SSCCA services are signing forms – housing, insurance, consumer agreements – they cannot read well enough to understand.
- Adolescents who cannot read do not want SSCCA administrators to know they cannot so they are difficult to identify.

Lois McDermid, Director of Admitting, Memorial Medical Center, Springfield

- 300 people a day are admitted and discharged from Memorial Medical Center.
- 5-7 percent of people who come to admitting cannot fill out forms without assistance.
- 10 percent of emergency room discharge patients cannot understand discharge instructions.
- Females of child-bearing age are largest population observed who do not have the ability to read or understand forms when using GYN/OB services at the hospital and medical school (*comparable male population not seen so not measurable*).
- Senior citizens exhibit inability to read and understand forms but difficult to measure ability because allowances are made for age – e.g., poor eyesight, senility.
- National Association of Pharmacists is studying the problem of illiteracy in relation to prescription misuse due to inability to understand or read directions (*no local study or statistics*).

Christy Ricketts, Coordinator of Literacy Tutors, Common Place, Peoria

- Common Place is a community-based organization funded largely through donations. It has been in existence for 17 years.
- Common Place has provided a Laubach method literacy program using trained volunteers for 7 years. This program is funded by the city of Peoria.
- There are 150 active volunteer tutors. If they accepted even minimum wage for their work, the cost would exceed \$100,000/year.
- There are 16,000 (*estimated*) English speaking non-readers in Peoria. The cost of paying tutors to teach all of them is incalculable.
- It is more likely that both volunteer tutors and students will give up their efforts if supportive services are not available to them – e.g. trainers and managers to provide ongoing educational training for tutors and locations in which to tutor; someone to communicate regularly with students to provide encouragement and assistance; a coordinating body for dissemination of information.
- The state should directly fund community-based literacy programs so that public schools and adult education centers do not duplicate established services.

Lila Christensen, Director, Victim/Witness Assistance Program, State's Attorney's Office, Sangamon County

- The purpose of the Victim/Witness Program is to assist, counsel and aid victims and witnesses as their cases move through the judicial system.
- The judicial system can be devastating to the victim who cannot read the complaint he/she is signing or read the procedures necessary to complete forms required.
- Nonreaders will not admit their inability to read. They use excuses like forgetting glasses.
- The inability to read and write often is what made the nonreader a victim of crime.
- Of the 102 counties in Illinois, only 12 Victim/Witness Programs exist to assist nonreaders going through the judicial system.

Edward Armstrong, Editor, State Journal-Register

- Illiteracy negatively affects the print industry because rates for advertising, the primary resource for newspapers, are based on circulation. The circulation of the State Journal-Register is 70,000.
- There are few jobs for which one can apply without filling out an application. Reading skills are necessary to do this.

- Smokestack industries are declining while service and technical jobs, which require adequate reading skills, are increasing.
- The military services want at least high school graduates for training programs.
- Not only reading, but reading well for comprehension and speed is essential in society today.
- It is untrue that the emerging electronic world requires little reading and less writing. An informational society is emerging which requires reading skills for survival.

Dr. Robert Hill, Director of Instruction, Springfield Public School District #186

- The enrollment of District #186 is 15,000.
- A certain percentage of young children do not succeed in traditional school settings.
- These children lack the support of family members in their studies. Often there is an absence of early childhood experiences which teachers can build upon.
- One-fifth of all American families are headed by a single parent, mostly working mothers.
- One-fifth of all marriages since 1970 have already ended in divorce.
- There is a 50 percent chance that today's kindergarten student will live in a single parent home before graduating from high school.
- One student in four leaves home for school and/or returns home after school with no parent present.
- The highest level of immigration in America came in the decade of the 1970's – Latin Americans and Southeast Asians. These children cannot communicate with teachers or classmates.
- Early childhood programs are essential if adult illiteracy is to be prevented in the future.

Rodney Dinges, Adult Education Section, Illinois State Board of Education (ISBE)

- Results of one-on-one tutoring program which he coordinated at Menard State Penitentiary: after 50 one-hour lessons there was a grade level increase (*median*) of 1.8. One-on-one tutoring had positive results for prison inmates.
- Volunteer literacy services must be refined through joint efforts of many agencies: ISBE, Illinois State Library, Governor's Office of Voluntary Action.
- Resources for literacy programs should be made available and distributed to libraries, education agencies and community-based organizations.

Dr. Jack Pfeiffer, Principal, Lawrence Adult Center, Springfield

- There are more people living in Illinois who have not

finished high school than are currently attending school.

- Local adult education agencies have 31 different funding sources – training money (*for programs like literacy*) comes from federal grants through ISBE.
- Only two universities in Illinois teach students majoring in education how to teach adults to read.
- Nonreading adults have a jaundiced view of formal schooling. They are reluctant to return to a classroom setting.
- Can nonreaders be identified through Driver License facilities?
- Literacy level of 6th grade is not the total answer. Students must be mainstreamed and a consistent and ongoing state program is needed to do this.

Willie Ivy, Student at Common Place, Peoria

- Due to personal circumstances, he had to leave school at age 7.
- At age 10 he was sole supporter of his family. After years went by he moved to Illinois finding work where he could do manual labor.
- Economy grew worse and he had trouble finding employment because he couldn't read to fill out an application.
- Through the years, his children and grandchildren learned to read and he could not relate to them in personal experiences regarding reading.
- He reached out for help and found it at Common Place. His whole attitude changed. He felt good about himself.
- The ability to read a personal letter without having someone else read it for him was rewarding to him.
- He would encourage anyone that can't read to ask for help. Learning to read changed his whole life.

Bonnie Garrison, Student at Lawrence Adult Center

- After graduating from high school she realized she could not find a job because she couldn't read.
- Family problems contributed to her not learning to read. She could not fill out an application for a job or read labels in a grocery store. This caused her to lack confidence in herself.
- She realized she wanted and needed to learn to read.
- She enrolled at Lawrence Adult Center where she is currently at a sixth grade reading level.
- Her future goal is to attend Lincoln Land Community College.
- She is very thankful for the literacy program and hopes more students will take advantage of this opportunity to learn to read.

Hearing #2 October 25, 1984 Conference on Adult Reading Problems Hearing, Chicago

Diane Welch Vines, Director, Adult Literacy Initiative, U.S. Department of Education

- Illinois is one of the first states to develop a full scale literacy effort.
- Coalition-building and collaborative use of all available resources like Illinois is doing is essential in this effort.
- It is estimated that 27 million American adults are functionally illiterate costing as much as \$225 billion annually to the American economy.
- National Adult Literacy Initiative activities include:
 - Working closely with the adult education community.
 - Disseminating information about successful literacy programs.
 - Promoting the use of college work-study students in local literacy programs.
 - Using volunteers from the federal work force and allocating federal office space through the Federal Literacy Training (FELT) Program.
 - Encouraging the use of new technology for literacy (*computers, video discs*).
 - Conducting a young adult literacy assessment in spring 1985.
 - Promoting public/private sector partnerships for literacy.
 - Drawing media attention to illiteracy.
 - Encouraging state literacy activities; 28 states report a statewide initiative underway; 15 states have created literacy councils.
- Volunteering is an essential ingredient in the literacy effort.
 - In 1982, volunteers contributed an estimated \$64.5 billion worth of time.
 - 47 percent of American adults (*84 million people*) contributed volunteer time (*Gallup survey*).

Cary Cochrane, Vice President, Ogilvy & Mather advertising firm

- A team from Ogilvy & Mather won the Chicago Ad Club competition for the best media campaign in support of literacy.
- Research conducted in preparing the literacy campaign revealed:
 - One in four Chicago adults (600,000) is functionally illiterate.

- They cannot read a newspaper, warning labels on medicines or bus schedules; they cannot fill out a job application.
- Illiterate immigrants moving to Chicago each year number in the thousands.
- Teenage high school dropouts number in the thousands.
- One of seven high school graduates in Chicago cannot read above a sixth grade level.

Rachel Ann Bottorff, reading tutor in the Chicago public schools

- Urges council to include public school tutoring in literacy effort to attack illiteracy where the problem begins.
- She tutors 3rd and 5th graders who have fallen behind in reading and have little support from their families.
- She uses magazine and newspaper articles which children can relate to like sports stories and articles on Michael Jackson.
- Children must have basic phonics and a desire to read. Fifteen minutes/day of one-on-one phonics drill can bring most students up to grade level in a matter of months. Teachers in a classroom of 30 children do not have time for this.
- Tutors can provide positive reinforcement in a private atmosphere where corrections can be made without embarrassment to the student.
- There are 300,000 children enrolled in Chicago public schools. If only 3 percent are reading below grade level, that is 10,000 children who need help.

George Hagenauer, Director, Literacy Volunteers of Chicago (LVC)

- LVC, a community-based literacy program in Chicago, currently serves over 600 adults and an additional 100 children of these adults.
- There must be more than one approach to the illiteracy problem because the needs of students are diverse.
- There is a need for a coordinated approach in the literacy effort involving the four major types of programs:
 - Volunteer literacy programs.
 - Community-based organizations.
 - Formal community college/board of education programs.
 - Public libraries.
- Volunteer literacy programs:
 - Provide free one-on-one tutoring.
 - Instruction done by skilled trained volunteers.
 - Flexible schedule; site convenient to student.
 - Reach nonreader who has failed in a formal classroom setting and/or fears discovery of his/her illiteracy if enrolled in a classroom situation.

- Community-based organizations and community college/board of education programs:
 - A need to expand the availability of classroom instruction by paid professionals.
 - 40 percent illiteracy in some areas means volunteers cannot handle all who need help.
 - For students who have had some good experience with prior schooling and have time for regular classes.
 - Can provide advanced student (*5th-6th grade level*) with options for additional vocational and academic training.
 - Presently long waiting lists for adult education courses.
- Public libraries:
 - Natural location for recruitment and instruction of students.
 - Resource for low level reading materials for adult new reader.
- State must look at a means of funding the literacy effort on a long-term basis (*10 years or more*).
 - Proposed allocation of state grant program which would specifically support literacy efforts for those reading below a 5th grade level.
 - 1/3 to education agencies.
 - 1/3 to libraries.
 - 1/3 to nonprofit organizations (*community-based programs or volunteer literacy efforts*).
- A mechanism for funding must be established. Illinois is one of only 5 states that has no provision for direct funding of nonprofit education programs.

Javier Saracho, Director, Literacy Program, Universidad Popular, Chicago

- U.S. now ranks as 7th largest Hispanic nation with 17.6 Hispanics.
- There are 422,063 Hispanics in Chicago. Sixty-nine percent of these people live in 9 neighborhoods considered the poorest, least educated and most unemployed communities.
- Children in these communities are dropping out of school at a rate of 70 percent or more without a high school diploma. This means they do not have the basic educational and communication skills needed to function in society.
- Universidad Popular has been offering literacy classes since 1972. Currently 15 literacy classes are offered at 10 different community sites. English as a Second Language (ESL) and adult education classes are offered and volunteers are trained to teach.
- Student volunteers in the tutor training program can earn up to 12 credit hours from some higher education institutions.
- Community-based organizations like Universidad Popular provide quality teaching but continue to be denied funding by the adult education establishment.

- Proposals:
 - Creation of a statewide coordinating committee to make recommendations to the Illinois Literacy Council on how to spend a yearly supplemental allocation to be created to specifically and exclusively support literacy efforts.
 - Formula for distribution of funds: 1/3 to State Board of Education programs; 1/3 to libraries; 1/3 to nonprofit organizations (*community-based organizations and volunteer programs*).
- The Illinois Literacy Council should assist community-based organizations and volunteer programs gaining access to federal, state and Title XX funds for adult education in Illinois not currently available under state law.

Dennis Terdy, Consultant, English as a Second Language (ESL) Program, Northern Illinois Area Adult Education Center

- At least 204,285 Illinois adults have limited English proficiency (LEP).
- This population is largely Hispanic but also includes refugees from southeast Asia and middle and eastern Europe. The state's total Indochinese population is estimated at 26,500. Ten thousand Poles, Rumanians, Assyrians and Soviets entered the Chicago area in the last four years.
- Adult education programs have considerable numbers of LEP adults with low-level native language skills. These low-level literacy students require instruction in basic English language and basic English literacy.
- This population views English language proficiency as a key to success, even if they possess technical skills and training in their first language.
- Literacy effort must consider this population as a priority group to be addressed.

Hearing #3 January 24, 1985 El Centra de la Causa Hearing, Chicago

Javier Saracho, Director, Literacy Program, Universidad Popular

- 17.6 million Hispanics in the U.S. rank it as 7th largest Hispanic nation (*Marvel Galvan, Chicago Tribune, September 24, 1985*).
- 422,063 Hispanics reside in Chicago (*1980 Census*).
- 4 of the 5 Chicago communities with the lowest educational attainment levels are predominantly Hispanic.
- 69 percent of the Hispanic population live in the nine

neighborhoods considered the poorest, least educated and most underemployed communities in Chicago.

- Hispanic children drop out of high school at a rate of 70 percent or more.
- Little has been done to address these problems which only broaden the scope of illiteracy.
- Hispanic enrollment, fall 1984, for Adult Basic Education (ABE) classes was 12,000 (*Chicago Urban Skills Institute*).
- 7,111 (60 percent) of these students attended English as a Second Language (ESL) classes (*the remainder attended ABE classes*).
- Beginner ESL students account for 94 percent of total ESL enrollment; intermediate 5.6 percent, advanced 4 percent – a severe decrease. Based on experience with Hispanic adults at Universidad Popular, a large number of Hispanic adults either do not enroll for or abandon ESL classes because they are illiterate in Spanish and, therefore, unable to succeed in a second language until they become literate in their own.
- Adults in the Hispanic community must first become literate in their native language before they can become functionally literate in English.
- Universidad Popular currently offers 15 Spanish literacy classes at 10 different community sites and trains volunteer teachers who can earn up to 6 credits from Northeastern Illinois University by participating in the program.
- Universidad Popular has no access to federal, state or city funds yet is doing what state-funded agencies are mandated to do.
- Two prestigious studies praise the effectiveness of literacy programs run by volunteer and community-based organizations like Universidad Popular (*C. Hunter and D. Harman, "Report on Adult Literacy in the United States" (1970); Farwest Laboratory and Newswork, Inc. "National Adult Literacy" (1984)*).
- Community-based and volunteer programs like that of Universidad Popular need additional funding.
- Coordination among all parties involved in literacy work statewide is essential.
- Proposals:
 - Funding to document the causes, magnitude and consequences of illiteracy.
 - Additional funding to the Illinois State Board of Education to provide literacy services to the 43,000 plus adults not presently served.
 - Opening Adult Area Education Planning Councils to grassroots community representatives for full participation in design and implementation of literacy programs.
 - An annual allocation of public funds to be used specifically and exclusively to support adult literacy efforts.
 - Creation of a statewide body to assist Secretary of

State's literacy effort in allocating funds to literacy programs on a competitive basis.

- Continuation of the Secretary of State's literacy effort through the Illinois State Library with expansion of its funding.
- Encourage State Librarian and staff to be in close contact with ethnic populations and provide relevant reading materials.
- That the Illinois Literacy Council assist volunteer and community-based organizations in gaining access to federal, state and city funds earmarked for literacy program support.
- That the Illinois Literacy Council propose legislation in support of all types of literacy programs for adults.
- That the Illinois Literacy Council continue to encourage all media to give attention to the program of illiteracy and solutions to the problems.
- That the Illinois Literacy Council continue to educate the professional education community on the work being done by volunteer and community-based organizations in the area of literacy so that partnerships, not competitiveness, is the result.
- That the Illinois Literacy Council continue to encourage all institutions to join in efforts to eradicate illiteracy.

Jesse Lopez, Director of Education and Training, Illinois Migrant Council

- Illinois Migrant Council is not-for-profit organization which provides supportive services for the economically disadvantaged and conducts employment and training programs.
- Target population includes individuals of limited English proficiency, migrant and seasonal farmworkers. Hispanic youth and adults, school dropouts and public aid recipients.
- The council receives federal, state and local funding and has agency operations in seven regional areas: Aurora, Carbondale/Cairo, Hoopeston, McHenry/Mundelein, Moline, Peoria and suburban Cook County areas of Maywood and Chicago Heights.
- Pre-employment training program includes activities needed by the participant to secure year round employment – ESL, ABE, GED and Job Readiness instruction.
- Other programs of the council include try out employment for youth ages 16-21, work experience, vocational training and on-the-job training programs.
- Many migrant and seasonal farm workers have attained only a sixth grade educational level but the Migrant Council is unable to address this segment of the population due to:
 - Limited funding.
 - Nature of the contracts for training which are primarily performance-based and closely tied to program completion and subsequent job placement.

- Proposals for rectifying this situation:
 - Allocation of additional and separate funding for an educational literacy program.
 - Assure present funding for literacy is efficiently and effectively used.
 - Closer coordination between education agencies and community-based organizations to develop increased accessibility to literacy programs and to encourage participation in them.

Ariel Pabulo, reporter, La Raza Newspaper

- Recommended a cooperative effort between the Chicago Board of Education, city colleges and community-based organizations in the city in addressing the problem of illiteracy.
- Recommended training for teachers and reading instructors to improve literacy programs in Chicago schools for children and adults.
- Noted that **La Raza** appreciates and supports efforts of Secretary of State Jim Edgar and the Literacy Council.

Carlos Heredia-Ortiz, Executive Director, Por Un Barrio Mejor, a community-based organization in South Lawndale, also known as Little Village (*representing Jesus Garcia, 22nd Ward Committeeman*)

- South Lawndale has had a tremendous population increase, due mainly to high rate of immigration: 1970, 60,000; 1980, 75,204.
- South Lawndale has the largest concentration of Hispanics in Chicago; 85 percent of residents are Hispanic.
- South Lawndale has the second highest concentration of adults without a high school education; 70 percent of adults over 18, (33,920), do not have a high school diploma; 31 percent of South Shore residents did not finish high school.
- Public elementary schools enroll approximately 9,000 Hispanic students. Public high schools enroll only approximately 1,000 of 6,500 potential students.

Sophia P. Cano, Mayor's Advisory Commission on Latino Affairs (MACLA)

- No date or documentation exists concerning the status of Latinos in Adult Basic Education (ABE) or their level of literacy.
- MACLA will be studying education among Latinos in Spring 1985.
- Six recommendations:
 - Money should be set aside to specifically fund literacy programs, including those for Spanish language literacy.
 - State budget should reflect this increase in funds for ABE and literacy.

- Access to ABE and literacy programs funds should be unrestricted and available to community-based organizations as well as local education agencies.
- A representative advisory body should be appointed to administer the funds consisting of members from around the state including Chicago's Latino areas; or, the Illinois Literacy Council should be given the funding power and be enlarged to include members from Chicago's Latino areas.
- Illinois Office of the Secretary of State should sponsor and fund a study to document the status and need for ABE and literacy programs in English and native tongues.
- Latinos are underrepresented in the City of Chicago Library System and this should be addressed immediately through a strong commitment to Affirmative Action hiring.

Esther G. Boyton, attorney, Borg-Warner Corporation; reading specialist; member, Board of Directors, Literacy Volunteers of Chicago

- For 18 years she has worked in a variety of locations and been involved with teaching.
 - Peace Corps volunteering, Central Africa, teaching English as a Second Language (ESL).
 - Intermediate School 14, teaching 7th and 8th grade, New York.
 - Syracuse, NY directing a remedial reading program for children of migrant workers.
 - Colorado, volunteer tutor of adult Mexican-Americans through Denver Public Library.
 - Chicago, instructor and tutor trainer at WMAQ, Encyclopaedia Britannica, National College of Education, Borg-Warner.
- Learned basic facts about illiteracy from these experiences.
 - Problem is more extensive than we realize.
 - In Chicago alone, 600,000 adults – nearly 1 in 4 – are functionally illiterate.
 - Adult illiterates are likely to be unemployed and poor.
 - Illiteracy usually repeats itself from one generation to the next.
 - Problem of illiteracy is particularly severe in Hispanic communities of Chicago.
 - 5 of the 6 neighborhoods with the lowest levels of education are Hispanic (*1980 U.S. Census*).
 - Many of the adults in these neighborhoods cannot read Spanish or English.
- Functional illiteracy is not caused by lack of education, alone. Many illiterate adults are not uneducated, but mis-educated – passed from grade to grade with no mastery of reading.
- Experience has taught that the majority of adult illiterates can be taught to read and have no disability

which renders them incapable of reading. Their problem is solvable.

- Solution should be based on three essential elements:
 - Variety in types of reading programs offered.
 - Flexibility in methods of instruction.
 - Continuity in programming and funding over a period of years.
- Variety: One-on-one tutoring is especially well-suited to adults who are nonreaders or below the 6th grade level. It avoids public exposure of their problem in a classroom and allows flexible schedule at a convenient site.
 - There will never be enough tutors, however, so larger group instruction must be available as well through community colleges and education agencies. These programs are best suited for adults reading at upper elementary levels. Community-based organizations and public libraries can supply support services.
- Flexibility: There is no miracle cure for illiteracy and at least four teaching methods are available: language experiences; sight words; phonics; and word patterns. The instructor must be trained to use the best method to match the student's learning style and needs.
- Continuity: Reading is not mastered by anyone in a short period of time. Public funding maintained on a continuous basis for a number of years – a decade or more – is necessary to provide a full range of reading programs on a continuing basis.

Dr. Ronald Glick, professor of sociology, Northeastern Illinois University

- A clear relationship exists between illiteracy and problems like inner-city crime, addiction and illiteracy.
- Prison population in Illinois has more than doubled in the past decade.
- Between 20 and 50 percent of all American prisoners cannot read or write (*Reagan and Stoughten, School Behind Bars, Scarecrow Press, 1976*).
- In a majority of prisons, at least 50 percent of those in custody over 18 years of age have less than an 8th grade education (*Reagan and Stoughten, School Behind Bars*).
- Up to 90 percent of adults in prisons are school dropouts (*Seashore and Hoberfield, Project Newgate and other College Programs, Praeger, 1976*).
- A child whose parents are illiterate is more likely to be drawn from the family, where a sense of shame and powerlessness is felt because of illiteracy, to street and gang life and drug experimentation.
- In inner city communities where adults cannot read or write and where school dropout rates are very high, the educational system is viewed as a road to failure. The exciting choice is involvement in the street gang.
- Dropout life in a gang offers a chance for young people to

identify with each other and hide feelings of educational inadequacy.

- Gang life becomes less appealing in the late teens and members seek ways to earn money. By this time, crime is the only avenue open to them because they cannot compete for jobs due to low reading/writing skills. Prison follows.
- Illiteracy is at the core of deep inferiority feelings for these young people and there is a sense of regret at not having completed school. Many turn to drugs.
- Illiteracy, therefore, is a major criminal justice problem.
- He wholeheartedly supports the statement that there is a need to fund independent community-based efforts to combat illiteracy.
 - Such programs are the most flexible.
 - The staff is highly motivated.
 - They are most likely to attract and effectively work with alienated young adults who distrust educational institutions.

Hearing #4 February 6, 1985 Chicago Urban League Hearing

Dr. Roger Fox, Director of Research and Planning, Chicago Urban League

- Welcomed Literacy Council panelists to hearing and expressed concern about growing problem of illiteracy among black population in Chicago.
- Commented on Urban League's concern and its ongoing literacy tutoring programs.

Julia Fairfax, Tutor for the Chicago Urban League, Young Parent Center

- Has been tutoring with the Young Parent Center for over one year working with unwed mothers. She has worked with one unwed father.
- Personally, she has served 6 individuals 2 or 3 hours every week over one and one-half years. They were referred through counseling for tutorial help.
- She works during the day. Felt the center should be open during evening hours to serve more people.
- Commended the young parents who were participating in the program. Some have finished high school. All need help in basic reading. Instruction involves writing and spelling skills as well.
- The center meets a variety of other needs supplying food, clothing, and counseling.

Joseph Tucker, Student in the Urban League reading program

- School didn't work for him. In third grade no one noticed he was "getting lost" in school. His mother would help him with his problems.
- He dropped out of school at 8th grade because he saw high school graduates who read no better than he could. There was no reason to stay in school.
- He was asked how he made the decision to get tutoring. He said that he realized that he wasn't dealing with society. He needed to get away from the street. He had heard about another program downtown before he participated in the Urban League program.
- After four months as a student, he is growing in self-respect, learning to deal with things such as filling out applications, benefiting socially from interaction with other people. His attitudes are changing. To encourage others, he would spread the word about literacy program tutoring.
- He is now enrolled at Jackson Adult Education Center, taking Adult Basic Education (ABE) courses to determine his future plans. He also just recently passed the Driver's License test and got his license which he was unable to do before.

Hermese Roberts, former principal, Mayo Elementary School

- She served more than 20 years as the principal of this inner city school. Her emphasis was on teaching learners with reading problems.
- 5 and 6 year olds come into the school without basic skills such as language and communication, sensory experience, muscular coordination, and self-care because they have been left to their own devices or to sit passively before a TV.
- Many students were tired and fell asleep at school. Many were hungry. Some were hyperactive because of high sugar content in Kool Aid, candy bars and general diet.
- Parents were mostly mothers, unwed, and AFDC supported. They could not write or read. Many of these parents had graduated from high school.
- A brighter outlook – over the period 1975 to 1984, reading scores of 6th graders at Mayo School have risen from 4.3 to 6.1. This is due largely to the Headstart programs.
- Commenting on the value of Headstart as an intervention measure, she asserted that excellent teachers, excellent program, good followups, and teaching of "learning to learn" skills were crucial.
- But, even when Headstart was in full operation, not all children were able to participate. A strong preschool program for disadvantaged children is crucial in preventing reading problems later.
- Children need to be taught what it means to be a parent

and what their obligation toward God and society is. Parenting should be taught to 5th, 6th and 7th graders to strengthen the family.

- Illiterate parents need opportunities to become successful to minimize the amount of embarrassment and emotional deficits which are passed on to their children.

Talmadge Guy, Executive Director, Chicago Urban Skills Institute (CUSI)

- CUSI is a major provider of Adult Basic Education (ABE) including literacy instruction from grade levels 0 - 4. It has a diverse ethnic and urban population.
- 900,000 adult Chicagoans do not have a high school diploma. 600,000 to 700,000 are functionally illiterate.
- Native-born Americans who are functionally illiterate are usually dropouts, poor and members of minorities. Foreign-born illiterates make up another group.
- National estimates show that only 5 percent of the 56 million functionally illiterate adults are enrolled in literacy programs.
- CUSI enrolled 15,000 adults in literacy programs in the fall 1984 semester, but they are highly transient and come into and leave the program constantly. Students drop out because of family matters, unemployment, financial difficulties and other problems.
- Students learn about the program by word of mouth. Publicity and a better strategy are needed to reach illiterates.
- ABE programs are trying to provide educational services to raise basic academic skills of adults and help them move into a job skills program.
- The time taken to raise a person from 1st grade level to 5th or 6th can be from 1 years to 5 years depending on the individual's educational problems.
- The state should fund literacy programs and provide ongoing support.

Loretta O'Brien, Special Projects Coordinator, Chicago Public Library (CPL)

- The Library has long been identified as a place for reading. Every summer CPL has a reading program for kids. For the past 6 years the library offered a summer tutor program to build skills which students should have grasped during the school year.
- The Adult Reading Improvement Program has more applicants than can be served. Hundreds have been turned away because of inadequate resources. CPL did reach more than 600 adults last year through the program.
- Editorials and public service announcements (PSAs) brought in volunteers. In 1984, 1900 adults called the library for help in learning to read.
 - 650 adults were pretested and put on hold to wait for tutors.

- 350 adults are being tutored.
- 239 tutors give one-on-one and small group assistance.
- 1250 adults telephoned for help, but cannot be served now.
- Most adults in need of tutoring reside in communities that are economically and culturally different from the communities tutors live in.
- Tutors need continued support – continuing education and monitoring.
- Materials need to be available for students.
- 12 groups in Chicago provide literacy services. Of these, only 2 maintain materials for adult learners, about 700 books in total.
- CPL is working to develop a new adult reader collection, but this requires additional money for the book budget.

Deidra Jackson, Dean of Adult Continuing Education, Malcolm X College, Chicago

- For the past six months, Malcolm X has offered a literacy program. It is for adults over 18 years in the 0 to 2 grade reading level. The college uses Gates-MacGinitie reading test for placement.
- We must consider the following questions in addressing illiteracy:
- What does literacy mean and how is it used?
- What are the reasons for illiteracy?
- What is a realistic timetable for achievement of program objectives? (*Give student realistic expectations.*)
- How do we convince private industry to encourage its employees to get help?
- How do we market a literacy program?
- How much time, research and money are we willing to invest in this problem?

Julene Lavelli, President, Chicago Region Parent-Teacher Association (PTA)

- One basic privilege Americans have is the freedom to be educated.
- Learning is affected by the amount of support one gets.
- Parents may be unemployed.
- Single-parent families are increasing.
- By 1990, one out of four children will live in a single-parent home.
- 72 percent of single parent homes result from separation or divorce. 11 percent result from a death. 17 percent never had two parents in the home.
- Emotional, social and economic changes have negative impact on a child's learning.

- Learning is affected by gangs. Youth join gangs for a feeling of concern and caring. Gangs recruit youth from families that are breaking up.
- Learning is affected by dropping out of school. Estimates on dropouts in Chicago vary from 8 percent to 50 percent.
- Dropouts have problems such as poverty, gang association, poor attendance records, poor discipline records, lack of interest in learning and lack of self-worth.
- To reverse illiteracy:
 - Changing family structure problems must be alleviated.
 - Gangs must be kept under control.
 - The dropout problem must be addressed.

Peyton Hutchison, Executive Director, Literacy Project, City Colleges of Chicago

- The City Colleges, since 1973, have provided services to the functionally illiterate. Presently 30,000 adults are being served in high school through Adult Basic Education (ABE), General Educational Development (GED), English as a Second Language (ESL) and citizenship programs.
- They are developing a program of literacy volunteers. Already 80 from the University of Chicago have volunteered. They need more exposure and more program information.
- Illiteracy itself is a pejorative term. Instead, "reading assistance" programs, "educational assistance" or "preparatory assistance" programs would be more appropriate terms.
- Programs can involve volunteers as literacy liaisons in communities to inform people of the problem and to assess need.
- Five problems exist: lack of program awareness; need to identify clientele; inducement to have clientele associate with programs, retention of clientele; and appropriateness of curriculum.

**Hearing #5
February 8, 1985
Carbondale Hearing**

Pamela Sharp, Director of the Development Skills Center, Rend Lake College

- 1980 Census figures show that there are 17,800 adults in the Rend Lake College district who have not completed 8th grade.
- In Fiscal 1983 the college worked with 211 adults with a 6th grade reading level or less. In Fiscal 1984, the adults in these basic reading classes numbered 262. Many of these students made progress and continued in the GED program.

- Application to college is open to everyone and federal policies require colleges to provide access to the disadvantaged.
- College initiated use of ASSET test for placement for underprepared students. 52 percent of the 640 who have taken it since April 1984 were placed in basic reading classes. The average across the state is 45 to 55 percent placement into developmental reading.
- Most community colleges have testing programs and materials in place but need funding for full-time reading instructors.
- The college is beginning to use volunteer tutors, but they need a full-time coordinator.

Don Heffner and Bob Wright, Adult Basic Education (ABE) students, Rend Lake College

- Both came for General Education Development (GED) classes, but tested into ABE. Both knew they had reading problems. Both are currently in the second semester.
- Both students were reading at a 5th grade level and are now at 7th or 8th grade level. They attend classes two nights a week.
- Both have children and are telling them how important it is to learn to read.
- Both students are more comfortable in a class than a one-on-one situation because they get support from others and have developed a camaraderie.
- Don came to Rend Lake for a high school diploma so he could get E6, or Sergeant classification, with the National Guard. Also, as a cook he was having trouble reading recipes.
- Don really enjoys his classes and is learning how to skim for important points.
- When Don was in high school he was passed from one grade to the next because he was good at sports.
- Bob was out of work, went to unemployment office and staff there referred him to Rend Lake.
- Bob thought that when you flunked the GED test you had nowhere to turn.

Grace Duff, Cairo Adult Education Center

- The Center serves Alexander, Johnson, Massac, Pulaski and Union Counties.
- A private business in Massac County has donated a literacy tutoring facility.
- Union County has a capacity of 55-student enrollment in its program that is based on competencies. When a student comes in, an individual education plan is developed for him. When he has completed his program, his competencies are listed and he and potential employers know what he can do.
- Truants are not stupid. Other problems keep them from doing well in school.

- In the five counties served by Cairo Adult Education Center, the total population is 63,000. Of this population there are:
 - 13,870 with less than 8th grade education.
 - 7,841 with 1-3 grade education.
 - 8,292 minority population.
 - 19,000 age 55 and older.
- The Cairo Adult Education Center:
 - The Center used to have a good response from senior citizens when it first began. Primarily people are young now.
 - Students gain 2-3 years reading level on the average. Last fall 4 out of 5 ABE students passed the 9th grade level test.
 - The Center looks for certificated teachers who can be flexible with individual students, then the administrators provide frequent support.
 - The Center has a computer system which can do career assessment.
 - The Center has volunteers who are willing to help but need money for facilities and day care for many single mothers.

Kate Parrish, Carbondale Community High School

- Father died at 85 unable to read or write. It wasn't such a hardship in his lifetime. Now you have to read labels, medicine bottles. He ran a small restaurant and did all calculations in his head.
- She didn't do anything about his illiteracy because: didn't give it much thought; if she'd thought about it she would have thought to herself that only the young can learn; wouldn't have occurred to her that anyone other than a trained teacher could teach someone to read.
- Adult education is handicapped by a funding formula that discourages services to those who are least educated and most in need. Funding is inadequate to reach those at the basic level.
- Carbondale Community High School's program began as a program for dropouts. Now it is also GED and ABE. Most students are under 21 years of age.
- If there were more alternatives for high school students, fewer would drop out.
- Out of 80 or 90 students, 50 were reading below 9th grade level, with many of that 50 at the 5th or 6th grade level.
- It takes a lot of courage to admit you can't read, and it's bad to have a waiting list for students.
- The program has won demonstration employment classes for the Department of Public Aid and 39 percent of those enrolled (*total of 58 out of 149*) had reading levels below the 6th grade level. These people can't fill out job applications.
- To solve the illiteracy problem, we need the total and continuing cooperation of public agencies, the private sector

and volunteers. We also need to look at the schools to help prevent illiteracy.

- Volunteers with relatively short orientation periods need close contact with professionals. Ideally, volunteers should work with more advanced students, but realistically we need them with the lower level students with professional oversight.
- If the Literacy Council could provide local literacy programs with guidelines on how to cooperate on the local level, it would help.
- Students come into the reading programs many times because their children are going to school and they want to be able to read to their children.
- Schools are overloaded. Sometimes students aren't ready to learn when they're in school. Schools are working with mentally handicapped and special education students and are teaching more people to read than ever before.

Don Stricklin, Regional Superintendent of Schools for Jackson and Perry Counties

- Regional superintendents have programs in the Murphysboro school system, Carbondale Community High School, Southern Illinois University.
- The Literacy Council can help by continuing to coordinate and support literacy efforts.
- Reading is Fundamental (RIF) program operates in Jackson and Perry counties. RIF distributed 51,000 pieces of literature to 11,400 children in five years.

Joann Obis, Director, John A. Logan College

- The College has started a new literacy project called The Literacy Connection, funded by the State Board of Education. Adult educators in the area cooperate through this program to connect volunteers with students.
- It's difficult to reach the people who need this service.
- We need flexible programs so that adults who work and have other responsibilities can fit classes into their schedule.

Ruthann Lowery, Illinois Farms Union-Training, Inc. (IFU-T, Inc.)

- IFU-T, Inc. is service provider to counties of Jefferson, Perry, Franklin, Williamson and Jackson delivering employment and training services to the economically disadvantaged under Job Training Partnership Act (JTPA).
- Total illiteracy does not affect large numbers of clients but is severe for those it does affect.
- Illiterates are unable to enroll in or complete training programs.
- Low-level reader (*not totally illiterate*) face an even

larger problem because they cannot read on a level required for many jobs.

- Unless a client can function on at least a 5th grade level he/she will have a severe problem in finding and keeping a job.
- Often 7th and 8th grade achievement levels are prerequisites for enrollment in training programs.
- Exceptional methods should be instituted immediately to help break the regenerative cycle of illiteracy. Present social service agencies and educational systems are unable to serve well enough to solve the problem.

Dr. Richard D. Hagan, Director, Office of Adult and Continuing Education, Southeastern Illinois College.

- College has been delivering ABE and GED instruction in counties of Pope, Hardin, Saline, Gallatin, White and part of Johnson for more than 20 years.
- Census data indicated 30 percent of population of 63,000 has less than a high school education.
- University of Illinois statistics show 85 percent of the 18,000 people over 60 years of age never completed high school.
- The literacy initiative can complement ABE and GED efforts. Voluntarism and outreach one-on-one tutoring is probably the best answer to help extreme low-level reading adults.
- Libraries can provide a support system: sites for tutoring; dissemination of information; collections of high interest/low level reading materials.

Rose Hoshiko, Shawnee Library System (SHLS)

- SHLS serves 16 southern Illinois counties.
- 10.7 percent of the SHLS district population is on public aid; 15.5 percent are unemployed.
- December 1984 statistics show that the five counties in Illinois with the highest unemployment rates are all in the SHLS area. Of the top 15, 11 are in this area.
- Of the adults over 18, 24.3 percent have had only 8th grade education or less and 15.4 percent have had only 1-3 years of high school.
- Literacy groups in the SHLS area said they need more reading materials of interest to adult new readers and they wanted to be informed of state, national, and regional literacy activities. They also wanted to help with public relations.
- SHLS will coordinate area literacy projects. Libraries can provide sites for tutor training and reading instruction and can provide high/low reading materials for new readers.
- Literacy Council could help by providing media aids done with great sensitivity toward individuals who can't read. SHLS depends on Illinois Literacy Council for continued coordination at the state level.

- Programs designed to prevent illiteracy will, in the long run, be most effective. For this the state needs continued professional leadership, which requires funding.
- The library system had thought about putting together resources for adult new readers before the Library Services and Construction Act (LSCA) grants were announced, but they didn't have funding to do it. They will receive \$83,420 for a new systemwide literacy support project.

Steve Shumacher, Program Manager, Evaluation Developmental Center, Carbondale

- The program is affiliated with Southern Illinois University-Carbondale (SIU-C) and serves the handicapped, learning disabled and new reader.
- In the John A. Logan College District, more than 53,000 adults (*or 40 percent of the population*) do not have a high school diploma. A significant number of these adults read below the 6th grade level.
- 45 percent of the adults he's worked with read below the 6th grade level. 35 percent read between the 6th and 9th grade levels.
- The five adult ed programs in the region have assisted more than 1,400 adults of which 65 percent read at the eighth grade level or below.
- The state needs to: make eradication of illiteracy a top priority; apply pressure on local educational agencies to work with nonreading adults; find resources to tackle problems; avoid creating another network to address the problem.
- Southern Illinois will continue to have high unemployment as long as illiteracy remains high. Having a high school diploma doesn't necessarily mean that a person can read.
- The change in the funding formula for adult education programs has meant a change from full-time professionals for reading instruction to paid-by-the-hour teachers:
 - Funding formula was \$3.50 per hour with a correction for lower level students. It totaled about \$5.25 an hour per student, which allowed for three, four or five students in a class. The formula has been changed to \$2.92 an hour and they need 10 students per class to pay the teacher. This hurts lower level students and discourages the program from taking these students.
- 40 percent of the students he works with read below the fifth grade level.
- If he could afford it, he'd concentrate on the lower-level students and as they progressed feed them into more advanced programs that are in place in the area.
- He would work with volunteers who could help the teachers and be available for one-on-one attention to lower level readers.
- He would put the volunteer tutors with the readers from levels 4-8 rather than 0-3.

Pete Ponce, Director of the Venice-Lincoln Technical Center

- His daytime program serves the metro-east area, offering ABE and GED as well as vocational coursework, is funded by the State Board of Education. One-fourth of those enrolled in this program read below the 6th grade level.
- He believes that 45,000 people in Madison and St. Clair counties have not completed 8th grade.
- Because of problems with the adult education funding formula, the center has a waiting list for low-level readers. They have worked out a system using volunteers. The teacher does initial reading instructions and then the tutor takes an individual aside for the listening and drill activities.
- Critical areas for coordination on a regional level:
 - Publicity and public awareness.
 - Compilation and circulation of reading materials for adult new readers.
 - Central and neutral meeting site to discuss concerns, problems.
 - Creation of an organization for cooperative ventures in seeking funds, developing curricula.

**Hearing #6
March 21, 1985
Rockford Hearing**

Cynthia Smith, Information/Referral Coordinator, Washington Adult Center, and president-elect of the Rockford Area Literacy Council

- Rockford area has a total population of 272,063; 162,118 are 25 years and older.
- 77,493 adults 25 years and older have less than a high school education and of that number 25,000 are functionally illiterate. This does not include 17-25 year olds.
- Washington Center and Rock Valley College were granted \$8,200 from Illinois State Board of Education (ISBE) for 2 part-time literacy volunteer coordinators. She oversees this literacy project.
- As a result of the mini-grant, the Rockford Area Literacy Council (RALC) was formed to coordinate four area literacy groups – Washington Center, Rock Valley College, Rockford Literacy and the Northern Illinois Library System. The Northern Illinois Library System received a \$5,000 grant for literacy from federal funds through the Illinois State Library.
- The RALC has established bylaws, produced TV recruitment ads and designed promotional materials. It has recruited 15 volunteer tutors and 70 adults who have sought help in reading since December 1984.

- There is a waiting list for low-level readers who are seeking assistance through the Center. Classes for 0-6 level are over capacity.
- Funding for these programs is needed.

Joel Rosenfeld, Director, Rockford Public Library

- Access to information is vital to the success of most individuals and reading ability is crucial to locating and using information.
- As a librarian for 23 years, he has seen the rise and fall of federal and state reading programs. Attention is focused on the problem for a short time then shifted to another area and seed and support money disappear.
- This literacy effort should be long-term and concentrate on establishing firm linkages within each community.
- It should involve commitment from enduring institutions—schools, colleges, libraries, city and county governments, civic organizations, chambers of commerce and business.
- To assure success, make state support permanent for local literacy council coordinators. A state agency should be charged with administering the program and backing it up with public awareness campaigns and linkages with community councils.

Wilbur H. Bartholomew, Jail Chaplain, Winnebago County Jail

- The U.S. Bureau of Prisons states that nearly 50 percent of inmates in federal and state correctional institutions cannot read and write.
- A majority of inmates has less than an eighth grade education.
- At the Dwight Correctional Center in Illinois (*with approximately 550 female inmates*) 40 percent of the prison population read below the seventh grade level.
- As chaplain in the Winnebago County Jail for the last 8 years, he sees the profile of the typical inmate as:
 - Single, under 25 years of age.
 - Average intelligence.
 - Poverty background.
 - From a broken home.
 - Claims 10th grade education (*but tests at junior high level – 6-8th grade*).
 - Vocationally unskilled.
 - Little previous work experience.
- In 1984, more than 12,000 men and women were processed through the jail. Average daily population for February 1985 was 186 (*not including Work Release Program*).
- Of 325 men and women he has interviewed as chaplain in the last few years, 84 percent had less than high school education and 23 percent of those dropped out of school before 9th grade.

- Since January 1984, Rock Valley College has supplied part-time GED instructor. Since then:
 - 43 inmates registered for GED testing.
 - 20 successfully passed and received diplomas.
 - The remainder transferred to the Department of Corrections and it is anticipated that a good number of these will complete the GED in State Correctional Centers.
- The problem of illiteracy among this segment of the population is immense. Only the surface has been scratched. Many will not come forward for programs because of shame and lack of self-confidence.
- 90 percent of inmates will return to the community and need better skills to handle themselves.
- Educating prison populations will reduce recidivism.

John G. Holub, Executive Director, Rockford Area Chamber of Commerce

- Illiteracy and economic development are incompatible.
- There are approximately 25,000 functionally illiterate adults age 25 and over in the Rockford area.
- In the past, a majority of local manufacturers relied on employees for strictly manual, repetitive tasks. Today, hi-tech-oriented manufacturing systems demand employees capable of learning and adapting to new systems.
- If job candidates and employees cannot read, write or do simple computations they are untrainable and useless to potential employers.
- Whether employees obtain training from a post-high school facility or from the employer, they must be equipped with the basic skills.
- Rockford is a heavily manufacturing-oriented community and state-of-the-art manufacturing demands that employees come prepared with the ability to comprehend the technical training which jobs require.
- As director of the Chamber of Commerce and president of the Council of 100 (*economic development organization*) he sees the success of economic development dependent upon a skilled labor force.
- Aside from unemployability, illiteracy causes estimated losses of \$225 billion annually in inflated welfare rolls, crime, and unrealized tax revenue.
- Public awareness of the problem is the first step toward eradication of illiteracy. Other steps should include:
 - Stringent and frequent elementary and secondary educational testing measures.
 - Enforcing regular school attendance.
 - Identification of illiterate adults and enrollment in community programs.

Kenneth L. Walker, Administrator, Winnebago County Department of Public Aid

- There is a relationship between level of education

attained and reliance upon public assistance.

- June 1984 statistics, Winnebago County:
 - 3,678 adults receiving Aid to Families with Dependent Children (AFDC).
 - 2,460 (66.9%) had less than a high school education.
 - 361 (9.9%) had only an elementary education or 0-8 years of schooling.
- On a statewide basis, 65.3 percent of the 212,249 adults receiving AFDC had less than a high school education.
- The U.S. Department of Education estimates that, nationally, 1/3 of all adult women receiving AFDC are illiterate.
- Action must be taken to teach people to read as a means of increasing opportunity for self-sufficiency.

Karl Jacobs, President, Rock Valley College

- Over 2.6 million in Illinois are illiterate. In Boone-Winnebago area 25,000 are functionally illiterate.
- Most citizens are unaware of or indifferent to the implications of widespread illiteracy. We have created a social support system that allows the illiterate a choice of whether to learn or not. There is no requirement that they meet a standard of literacy.
- Suggests a national campaign to require that functional illiterates learn to read and become productive and self-sufficient.
- A tough policy in this respect will be more effective than optional volunteer tutor assistance programs.

Dr. Constance Goode, Booker T. Washington Center

- The Washington Center provides three different program services:
 - Programs for those with low educational skills.
 - Programs for senior citizens.
 - Programs that address the high illegitimate birth rate.
- Reading was the common stumbling block in each of these areas which the center addressed.
- Began an after-school program to help kids who could not read or were having difficulty in school – Operation Homework. Found that the parents of these children could not read.
- Thought they could teach children and parents together but parents did not want to reveal to children that they could not read.
- Many hurdles for nonreaders to overcome. The Operation Homework program continues but additional funding is necessary on a long-term basis. Now, they can afford only one teacher for the many students who come for assistance.

Charlie Suggs, Student, Washington Adult Center

- Could not read or write when he came to Rockford from Mississippi. Had a manual labor job in Mississippi but could not fill out an application in Rockford to get a job. This motivated him to seek help. He saw an ad on TV for the reading program at Washington Adult Center.
- Has learned to read through the program at the Washington Adult Center and especially appreciates knowing how to vote and being able to understand how government functions.
- Feels parents must be involved in encouraging children to stay in school and attend regularly. No child can see the need for education solely on his own.
- Years ago it made no difference if you could read or write. Now you must have these skills to get a job.

George Garrett, Student

- Dropped out of school in 3rd grade.
- Had a manual labor job but a back injury forced him to look for other employment. He could not find another job because he could not read.
- He had hidden his inability to read from co-workers by keeping himself out of situations where reading would be involved. He knew enough to just understand basic signs and his own name. His wife completed 8th grade so could read the mail and other forms well enough for both of them to get along.
- Began at the Washington Adult Center in October 1983 and is very pleased with his progress.

Rita Dempsey, Student

- Left school in the 9th grade when she was 16. Had few positive experiences in school and felt depressed and frustrated.
- Mother of 2 children and had a job but felt very limited because of her lack of education. Wanted to make things different for her family.
- Enrolled in Washington Adult Center in September 1983 after seeing a TV ad several times. It has been the most positive experience in her life. She has only 2 tests to take before she receives her GED.
- Her goal is to find a good job and stop receiving AFDC so she can be a contributing member of society.

Ramon Bessen, Student at Rock Valley College

- Came to the U.S. from Puerto Rico with no English skills. He could read in Spanish.
- The TV ads attracted him to the ESL reading program available in Rockford.
- He now is beginning his second semester at Rock Valley.
- He agreed with the other students that TV ads were the

best method of reaching and motivating those in need of reading programs.

Hearing #7 May 13, 1985 Moline Hearing

Gerry Crabtree, Coordinator, Literacy is for Everyone (LIFE), Moline

- The LIFE program, established with cooperation of River Bend Library System, serves 253,000 people. This program serves the Black Hawk College District which encompasses several counties.
- A local literacy council has been organized and is composed of 17 members representing different fields of education, business, employment, government, library, service and volunteer agencies.
- The LIFE program and the River Bend Library System have agreed on various guidelines with a trainer and coordinator attending conference and training sessions.
- Additional sites for service have been located in Rock Island, East Moline, Moline, Silvis, Kewanee and Aledo.
- Media have been very cooperative in airing information regarding literacy in Illinois.
- Through volunteer efforts to organize the program, 17 LIFE centers have been identified and approved for use.
- 280 letters have been sent to various churches and organizations requesting the need for more volunteers.
- Because of large geographic area and high unemployment rate, LIFE will be trying to meet needs of hundreds of referrals from JTPA, Public Aid, Job Services.
- Greater commitment on part of the Illinois Literacy Council in obtaining additional funds is essential.
- Funds for materials for student use and funding for a full-time coordinator are the two main concerns.

Vincent Thomas, Project NOW Community Action Agency

- Project NOW recognizes the importance of low income persons continuing their education.
- Part of their intake procedure is to refer clients to education programs.
- These clients say they discontinued their education because of frustration. They couldn't keep up with the classwork.
- When they return to school they are faced with the same inadequacies and often have the extra complications of

family, class scheduling, financial problems.

- Prospective students feel if they could have individualized instruction in their weak areas, they would be more apt to complete their schooling.

Mary Ann Stewart, River Bend Library System

- Library systems have always been an open door to people from all walks of life.
- Libraries have been a link in eliminating illiteracy by providing materials and referrals to programs like GED for some time.
- Some of the successful library programs include Open Books, a year round reading program, and local story hours which are aimed at insuring that children learn to read through the preschool and primary grades.
- In the River Bend service area there are an estimated 38,000 people who read below the fifth grade level.
- When the Illinois State Library issued a request for proposals for LSCA funded Title I Literacy Projects, a series of meetings were held and a cooperative effort in the Quad City area developed.
- Black Hawk College has been instrumental in utilizing and expanding its 24 class sites throughout the college district implementing literacy training programs.
- The Literacy is for Everyone (LIFE) program has stated that its main goals are to:
 - Maintain a minimum collection of high-interest/low-level materials at each public library in the system.
 - Inform potential users of these collections through literacy awareness workshops and media.
 - Maintain five major collections at four public libraries and one at the East Moline Correctional Center library.
- An all-out effort is being made by the River Bend system to assist in the literacy program. By purchasing high-interest/low-level materials, using study tutors, and distributing reading collections, this goal may be reached. However, River Bend hopes for continuing support from the Council and the Illinois State Library.

Ron McCabe, Director, Moline Public Library

- Through the LSCA grant received by River Bend Library System, the Moline Public Library has used \$5,000 for purchase of materials.
- The success of the effort depends on the commitment of each individual involved in this work.
- One main feature of high-interest/low-level materials is program computer software.
- The computer program is designed to help students develop consumer, coping and reading skills.
- A collection of short fictional works, coping skills materials and books on improving reading skills were purchased.

- Cassette and tape-book combinations which allow readers to hear books read as they are reading, is the third component of the collection.
- Publicity will play a vital role in how the literacy collections will be used. The library's publicity program will utilize every method of public relations to accomplish this goal.

John Taylor, Martin Luther King Center, Rock Island

- Churches in the community could be extremely valuable by seeking out volunteers as resources to teach and train church members who cannot read.
- The Literacy Council should encourage public not-for-profit agencies to recognize the problem and work toward a solution by:
 - Having literature on current programs available so people know where they can get assistance.
 - The creation of tax laws to encourage businesses and foundations to make contributions to literacy programs.
 - Working with colleges to establish a program which would offer credit for students who volunteer time for tutoring illiterates.

Jill Dial, Reading Tutor

- As a teacher trained and educated in Illinois, she has seen an increasing number of problems in reading over the past years.
- We have intensified our learning process, beginning reading as early as kindergarten. At that age many children are not developmentally ready for this. About 1/3 of them should be doing motor tasks and readiness tasks, instead of reading.
- Learning process begins at walking stage of life. Reading and walking are similar in development. Both need encouragement not a letter grade in school.
- Reading requires physical development of eyes and bodies as learning to walk requires mobility of legs

and feet.

- When children who are not ready to read try and do not do well they develop a negative self-image and are resentful and embarrassed. They think they are dumb and stupid.
- Immigrant population, whom she tutors through the refugee literacy program at Black Hawk College, need specialized instruction.
- As a private reading tutor, she sees the remedial assistance even graduates need. The reading problem must be addressed.

Ronald Hewitt, Regional Superintendent of Schools

- As a regional superintendent for rural areas, he suggests the necessity of one paid coordinator for each area to be covered.
- State and nationwide advertising campaign using commercial television will be needed to reach the uneducated.
- Funding will be a major project in continuing this program. Dollars for materials must be increased.

Simon Roberts, Program Director, Adult Basic Education, Black Hawk College

- People in local communities who do not possess a reasonable, functional level of skills in reading, writing and computation have a handicap in surviving in today's society.
- Personal quality of life and literacy are almost synonymous when considering opportunities for success.
- Factors such as family life, racial discrimination, inadequate school systems and poor nutrition all have an impact on an individual's ability to acquire a reasonable level of literate skills.
- Promotion and support of the literacy movement must be maintained as a high priority at the national, state, and local level.
- We cannot afford not to support the literacy initiative.

APPENDIX C

LITERACY GRANT RECIPIENTS

**LITERACY/VOLUNTEER PROJECTS FUNDED
BY ILLINOIS STATE LIBRARY
Fiscal Year 1985-1986**

Bridgeview Public Library
7840 West 79th Street
Bridgeview, Illinois 60455

Chicago Public Library
Pilsen Branch
1842 South Blue Island Avenue
Chicago, Illinois 60608

DeKalb Public Library
309 Oak Street
DeKalb, Illinois 60115

Dolton Public Library District
14037 Lincoln Avenue
Dolton, Illinois 60419

DuPage Library System
127 South First Street
P.O. Box 268
Geneva, Illinois 60134

East St. Louis Public Library
405 North Ninth Street
East St. Louis, Illinois 62201

Fairfield Public Library
300 S.E. Second Street
Fairfield, Illinois 62837

Forsyth Public Library
268 South Elwood
P.O. Box 20
Forsyth, Illinois 62535

Galena Public Library
South Bench Street
Galena, Illinois 61036

Gail Borden Public Library District
200 North Grove Avenue
Elgin, Illinois 60120

Kaskaskia Library System
306 North Main Street
P.O. Box 325
Smithton, Illinois 62285

Lawrence Township Public Library
814 12th Street
Lawrenceville, Illinois 62439

Lewis and Clark Library System
P.O. Box 368
Edwardsville, Illinois 62025

Lincoln Library
326 South Seventh Street
Springfield, Illinois 62701

Lincoln Trail Libraries System
1704 West Interstate Drive
Champaign, Illinois 61821

Lincolnwood Public Library District
4000 West Pratt Avenue
Lincolnwood, Illinois 60646

Markham Public Library
16640 South Kedzie
Markham, Illinois 60426

Mt. Prospect Public Library
101 South Emerson
Mt. Prospect, Illinois 60056

Pekin Public Library
301 South Fourth Street
Pekin, Illinois 61554

Peoria Public Library
107 N.E. Monroe Street
Peoria, Illinois 61602

Rantoul Public Library
225 South Century Boulevard
Rantoul, Illinois 61866

River Bend Library System
P.O. Box #125
Coal Valley, Illinois 61240

Shawnee Library System
Greenbriar Road
Carterville, Illinois 62918

Villa Park Public Library
305 South Ardmore Avenue
Villa Park, Illinois 60181

Waukegan Public Library
128 North County Street
Waukegan, Illinois 60085

Western Illinois Library System
1518 South Henderson
Galesburg, Illinois 61401

LITERACY/VOLUNTEER PROJECTS FUNDED BY ILLINOIS STATE BOARD OF EDUCATION, BY COUNTY Fiscal Year 1985

ADAMS COUNTY

John Wood Community College
150 South 48th Street
Quincy, Illinois 62301

Quincy School District 172
219 Baldwin Drive
Quincy, Illinois 62301

Chicago Urban Skills Institute (CUSH)
3901 South State Street
Chicago, Illinois 60609

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

ALEXANDER COUNTY

Five-County Regional Adult
Education Program
1615 Commercial Avenue
Cairo, Illinois 62914

COLES COUNTY

Lake Land College
South Route 45
Mattoon, Illinois 61938

CHAMPAIGN COUNTY

Champaign/Ford Regional Office
of Education
200 South Fredrick Street, Box 919
Rantoul, Illinois 61866

Urbana School District 116
1776 East Washington Street
Urbana, Illinois 61801

Parkland Community College
2400 West Bradley Avenue
Champaign, Illinois 61821

DEKALB COUNTY

Kishwaukee College
Malta, Illinois 60150

DUPAGE COUNTY

College of DuPage
Extension College
22nd Street and Lambert Road
Glen Ellyn, Illinois 60137

FULTON COUNTY

Spoon River College
Rural Route #1
Canton, Illinois 61520

COOK COUNTY

Triton College
2000 North Fifth Avenue
River Grove, Illinois 60171

Oakton Community College
1600 East Golf Road
Des Plaines, Illinois 60016

* PACE Institute
Cook County Jail, Division One
2600 South California Avenue
Chicago, Illinois 60608

Township High School District 214
799 West Kensington Road
Mt. Prospect, Illinois 60056

Thornton Community College
15800 South State Street
South Holland, Illinois 60473

Morton College
3801 South Central Avenue
Cicero, Illinois 60650

* GRASP Adult Learning Center
825 Chicago Avenue
Evanston, Illinois 60202

JEFFERSON COUNTY

Rend Lake College
Rural Route #1
Ina, Illinois 62846

KANE COUNTY

Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60120

School District U-46
355 East Chicago Street
Elgin, Illinois 60120

Waubonsee Community College
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554

KANKAKEE COUNTY

Kankakee Community College
Post Office Box 888, River Road
Kankakee, Illinois 60901

KNOX COUNTY

Carl Sandburg College
2232 South Lake Storey Road
Galesburg, Illinois 61401

LAKE COUNTY

College of Lake County
19351 West Washington Street
Grayslake, Illinois 60030

LASALLE COUNTY

Illinois Valley Community College
2578 East 350th Road
Oglesby, Illinois 61348-1099

LEE COUNTY

Sauk Valley College
Rural Route #5
Dixon, Illinois 61021

LIVINGSTON COUNTY

Fairbury Cropsey Unit District 3
411 North 7th Street
Fairbury, Illinois 61739

MACON COUNTY

Richland Community College
2425 Federal Drive
Decatur, Illinois 62526

MADISON COUNTY

Venice-Lincoln Technical Center
South Fourth Street
Venice, Illinois 62090

Lewis and Clark Community College
5800 Godfrey Road
Godfrey, Illinois 62035

MARION COUNTY

Kaskaskia College
Shattuc Road
Centralia, Illinois 62801

MCLEAN COUNTY

DeWitt/McLean Regional Office
of Education
Post Office Box 3125
Bloomington, Illinois 61702

ROCK ISLAND COUNTY

Black Hawk College
6600 - 34th Avenue
Moline, Illinois 61265

SALINE COUNTY

Southeastern Illinois College
Rural Route 4
Harrisburg, Illinois 62946

SANGAMON COUNTY

Lincoln Land Community College
Resource & Referral Volunteer
Center
Shepherd Road
Springfield, Illinois 62708

Springfield School District 186
Lawrence Adult Center
101 East Laurel Street
Springfield, Illinois 62704

ST. CLAIR COUNTY

Belleville Area College
2500 Carlyle Road
Belleville, Illinois 62221

East St. Louis School District 189
1005 State Street
East St. Louis, Illinois 62201

Regional Superintendent of Schools
St. Clair County
10 Public Square
Belleville, Illinois 62221

STEPHENSON COUNTY

Highland Community College
Pearl City Road
Freeport, Illinois 61032

VERMILION COUNTY

Danville Area Community College
2000 East Main Street
Danville, Illinois 61832

WARREN COUNTY

Monmouth Achievement Industries
1314 South Main Street
Monmouth, Illinois 61462

WAYNE COUNTY

Frontier Community College
Rural Route #1
Fairfield, Illinois 62837

WILL COUNTY

Joliet Junior College
214 North Ottawa Street
Joliet, Illinois 60431

WILLIAMSON COUNTY

John A. Logan College
Carterville, Illinois 62918

WINNEBAGO COUNTY

Rockford Public Schools
201 South Madison Street
Rockford, Illinois 61108

Rock Valley College
3301 North Mulford Road
Rockford, Illinois 61101

* Subcontracted through Evanston
Township High School

APPENDIX D

VOLUNTEER GUIDELINES, FURTHER READINGS AND TECHNICAL ASSISTANCE

ORGANIZING VOLUNTEERS TO TEACH AND WORK IN LITERACY PROGRAMS

Prepared by the Volunteers/Recruitment Subcommittee of the Illinois Literacy Council

The Illinois Literacy Council applauds and encourages the use of volunteers in the literacy effort. Volunteers are an invaluable resource and must be sensitively trained, organized and managed.

To assist programs, the Volunteers/Recruitment subcommittee of the Illinois Literacy Council has prepared some basic guidelines, a bibliography of outstanding publications, and a list of technical assistance sources in Illinois which can be of help.

GUIDELINES

1. Do a needs assessment. Where do you need volunteers? During what hours? What basic skills or attitudes do they need?
2. Write a job description for a volunteer. Include specific expectations. After all, if you don't know what you want, how will they?
3. Target appropriate sources from which to recruit your volunteers – senior citizen organizations, corporations, students, service clubs like Altrusa and Lions which have already declared a commitment to literacy.
4. Interview the prospective volunteer to get a sense of values and needs so you can make sure literacy tutoring or program assistance will be a satisfying experience and you can match the volunteer to the right student or the right job.
5. Train the volunteer in a socially satisfying setting where he or she can meet others with similar values and concerns.
6. Give the volunteer support and supervision.
7. Have an evaluation session with your volunteers periodically so they can share pupil and job evaluations and problems with you, and you can see where they need help.
8. Give the students an opportunity to evaluate their volunteer tutors. Give supervisors an opportunity to evaluate their volunteer workers.
9. Reward your volunteers by saying “thank you,” holding a coffee for them, giving them certificates, mentioning their names in your newsletter.
10. Make sure your volunteers have opportunities to interact with each other and share experiences.

IF YOUR VOLUNTEERS KNOW THAT ONLY TOGETHER CAN YOU ACCOMPLISH YOUR MISSION, YOU WILL BE SUCCESSFUL.

FURTHER READINGS

Patricia Chapel, **The Best of the Best in Volunteer Administration**, Urbana, 1983.

Marlene Wilson, **The Effective Management of Volunteer Programs**, Boulder, 1976.

Joan Flanagan, **The Successful Volunteer Organization: Getting Started and Getting Results in Nonprofit, Charitable, Grass Roots, and Community Groups**, Chicago, 1981.

Robert A. Christenson, **Volunteering is for Winners: A Guide for the Helper, the Program Manager, and the Organization**, Sioux Falls, 1982.

Ivan H. Scheier, **Winning With Staff: A New Look at Staff Support for Volunteers**, Boulder, 1978.

Literacy

V.K. Lawson, Ph.D., Jonathan McKallip, **Management Handbook for Volunteer Programs**, Editors, Syracuse, 1984.
(*Literacy volunteers of America guidelines*)

Jane Mace, **Working With Words**, Writers and Readers Coop. Press, London, 1979.

TECHNICAL ASSISTANCE

Association for Volunteer
Administration
P.O. Box 4584
Boulder, Colorado 80306
303/497-0238

Association for Volunteer
Administrators, Metropolitan
Chicago
c/o ACTION
10 West Jackson
Chicago, Illinois 60604
312/353-4899

Joe Agnello
Training Consultant
United Way of Chicago
104 South Michigan
Chicago, Illinois 60603

Patricia Chapel
Executive Director
Volunteers Action
Center/United Way
1201 West University
Urbana, Illinois 61801

Naomi Fowler
Community Services Director
Lincoln Land Community College
Springfield, Illinois 62708
217/786-2438

Jeanne Bradner
Governor's Office of Voluntary Action
100 West Randolph
16th Floor
Chicago, Illinois 60601
312/793-2789

VOLUNTEER – The National
Center for Citizen Involvement
1111 North 19th St., Suite 500
Arlington, Virginia 22209
703/276-0542

Joan Krupa
Association of Junior Leagues
12617 Fillyside Drive
Dunlap, Illinois 61525
309/243-7234

For further information on volunteers in literacy programs write or call Joan Seamon, Literacy Program Coordinator, 288 Centennial, Springfield, IL 62756 (217/785-1533) or Jeanne Bradner, Director, Governor's Office of Voluntary Action, 100 West Randolph, Chicago, IL 60601 (312/793-8214).

ILLINOIS LITERACY HOTLINE
1 — 800 — 321-9511
LINKING VOLUNTEERS AND
STUDENTS WITH READING
PROGRAMS

UNIVERSITY OF ILLINOIS-URBANA



3 0112 117743325